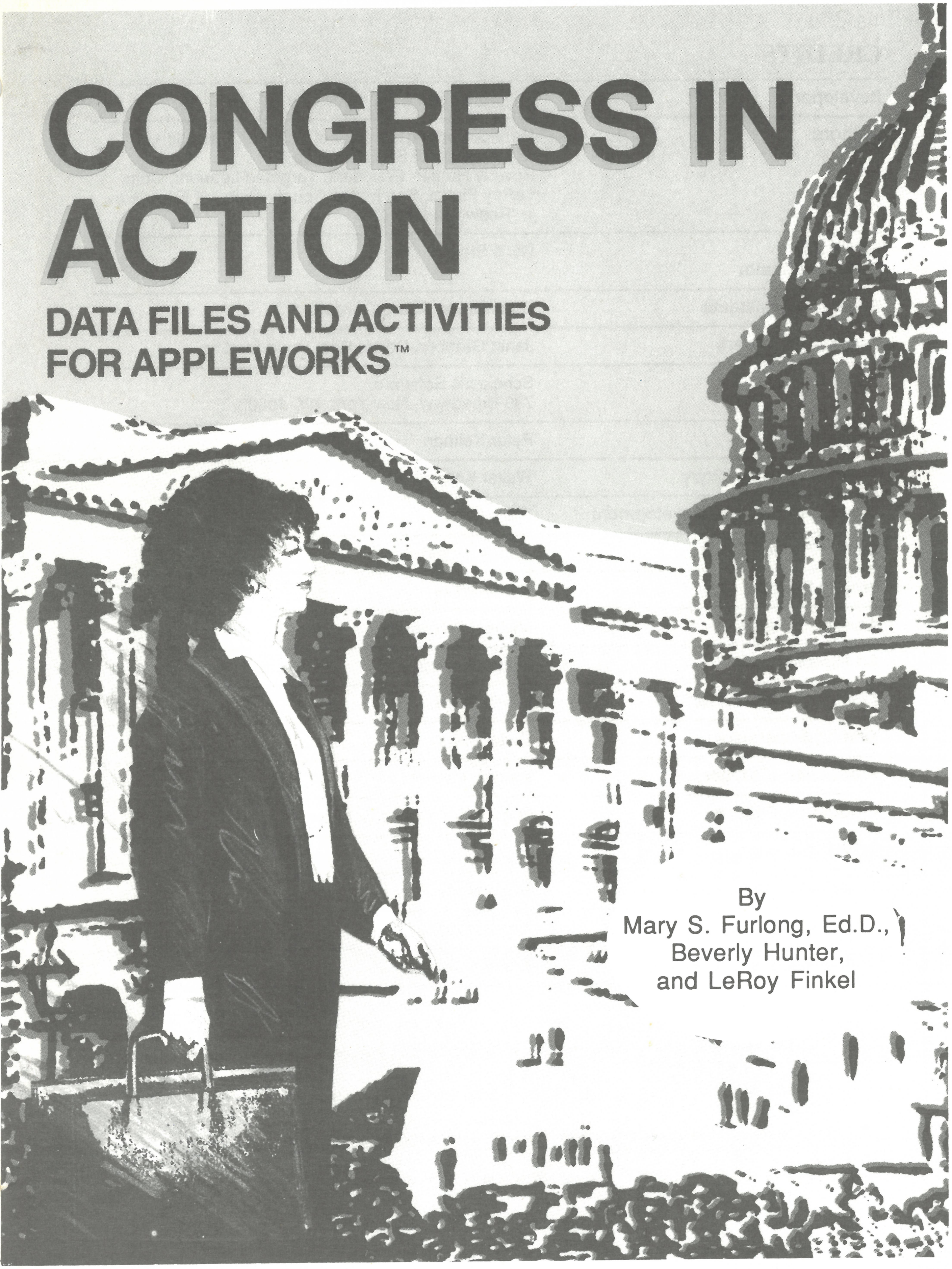
CONGRESS IN ACTION

DATA FILES AND ACTIVITIES FOR APPLEWORKS™



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INTRODUCTION

Scholastic's *Congress in Action* provides an exciting new approach to learning in U.S. government, civics, and law-related education courses. The key to this excitement is that the students are involved in their own learning in an active and creative way. Students use the computer and *AppleWorks* word-processor and data-base software as research tools to learn about the members of the 100th Congress, and the legislative process. They also communicate their ideas orally and in writing, and collaborate in small-group decision-making.

The materials in this package—both in printed form and on disk—assist teachers and students in bringing to life important issues of a democratic society. As they use this package, students develop skills that are important elements of social studies education—inquiry, information handling, critical thinking, communication, and group participation.

There are two units in this package. In Unit 1, Introductory Activities, students explore data bases and use the *AppleWorks* word processor as they learn about members of Congress. This unit is a prerequisite to Unit 2, but can also be used alone. In Unit 2, The Legislative Process, students research and analyze an issue under debate in Congress.

Who This Package Is For

This package is for teachers and students in U.S. government, civics, and law-related education courses, grades 6 through 12. Previous knowledge of *AppleWorks* is not necessary. The *AppleWorks* instructions required to complete the activities in both units are included in this manual.

What You Will Need

In addition to the materials included in this package, you will need the following computer equipment and software:

- An Apple IIc, *IIe* or IIGS computer with at least 128K memory
- A monitor
- At least one disk drive (two drives are recommended)
- A printer
- The *AppleWorks* program
- A supply of blank disks and printer paper

What This Package Contains

This package contains data disks and a manual. The manual is divided into five sections: Teaching Guide, Lesson Plans, Student Handouts, *AppleWorks* Instructional Modules, and a Mini-reference Guide. Within each section are materials for both Unit 1 and Unit 2. For instance, the lesson plans for both units can be found in the tabbed section labeled Lesson Plans.

Teaching Guide

The Teaching Guide contains general information on how to use this package effectively in the classroom. Included in the Teaching Guide is a description of each data file on the Congress data disks, and an explanation of the data-base categories. A Scope and Sequence Chart lists the skills that are introduced and practiced in each activity, and the Content Objectives Chart summarizes the content objectives for each activity. Finally, the *AppleWorks* Preparation Tasks explain how to prepare and manage the disks used for the learning activities.

Lesson Plans

This section contains individual lesson plans for the activities in both units. Each lesson plan outlines the objectives, materials needed, time estimates, guidelines for instruction and student evaluation, and suggestions for tailoring the activity to fit your curriculum.

Student Handouts

The student handouts required for the learning activities are provided in both print form and as word-processor files on the Congress data disks. If you want to use the handouts in their original form, reproduce them directly from the print copies in this manual. If you want to modify a particular handout to suit your classroom needs, you can edit the file on disk and then print out the revised version for duplication.

AppleWorks Instructional Modules (AIMs)

The *AppleWorks* Instructional Modules (AIMs) section of this manual helps you and your students develop the *AppleWorks* skills required to use this package. The self-paced AIM exercises teach specific *AppleWorks* functions using the files on the Congress data disks. The AIMs cover all the functions necessary to complete this package. For more complete instructions on how to use *AppleWorks,* refer to the *AppleWorks* Reference Manual that comes with the *AppleWorks* program.

Mini-reference Guide

The Mini-reference Guide at the back of this manual is an additional source of information about *AppleWorks*. It reviews the *AppleWorks* procedures covered in the AIMs, listing them by function rather than by activity. Students can refer to the Mini-reference Guide to quickly refresh their memories about a specific *AppleWorks* feature.

Congress Data Disks

There are three data disks in this package: Senators, Representatives, and Legislative Process. These disks contain word-processor documents and data-base files. Please be sure to keep the originals of these disks in a safe place, and use them only when making master copies.

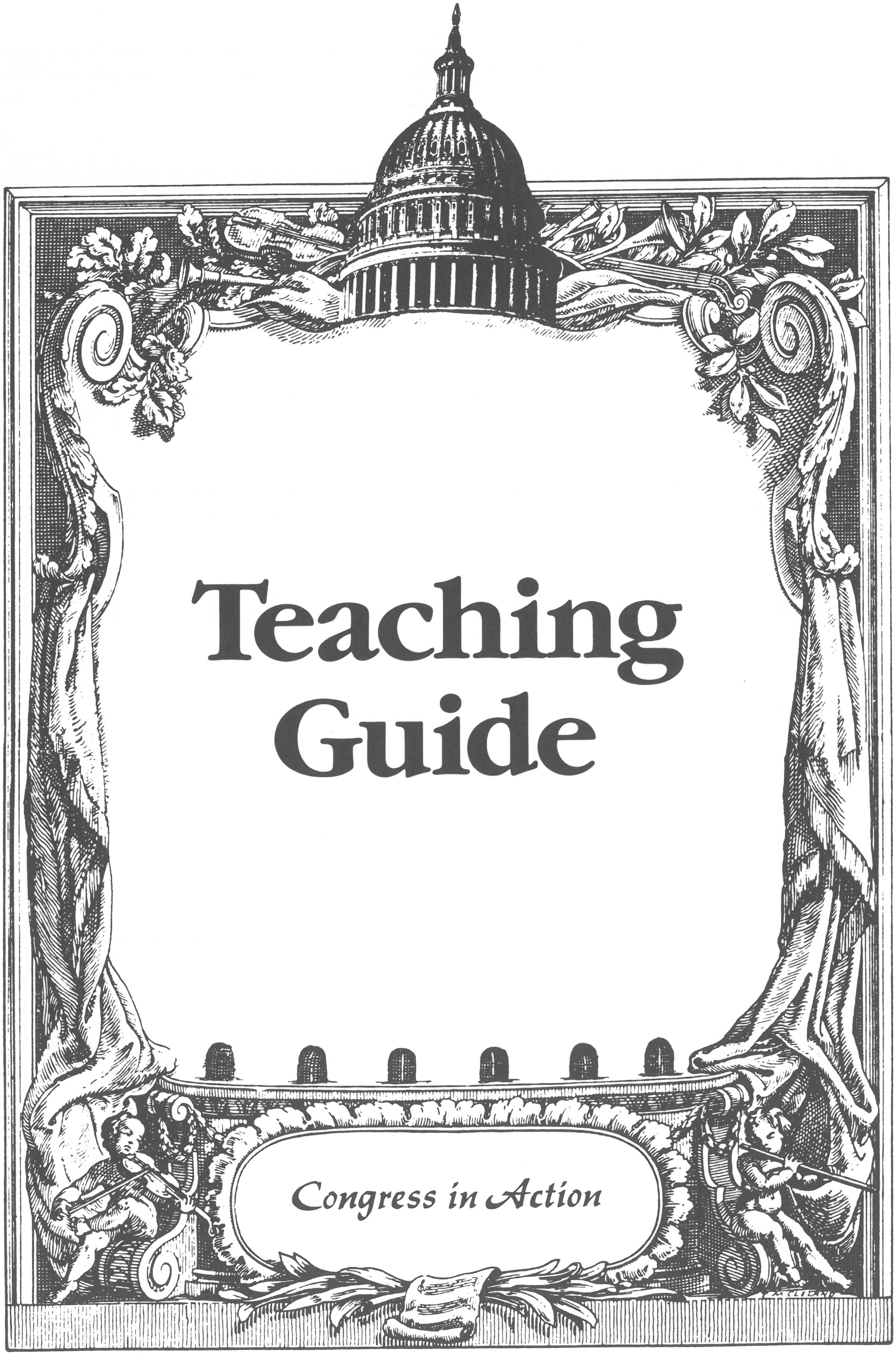
The files are arranged on the data disks to minimize the number of disks your students handle during each activity. Occasionally, it will be necessary to use files on two of the data disks during a single activity, but most of the activities require only one data disk. The Congress Data Disk Files Chart, on pages 6-12 of the Teaching Guides describes each of the files on the disks, and explains how they are used in the learning activities.

Copying Materials for Classroom Use

Scholastic grants educators permission to duplicate as many copies of the print materials and data disks in this package as needed for one classroom or computer laboratory. Please note, however, that Scholastic grants this permission for one classroom or one computer lab only. If a school or school district wishes to make these materials available in more classrooms, additional packages must be purchased.

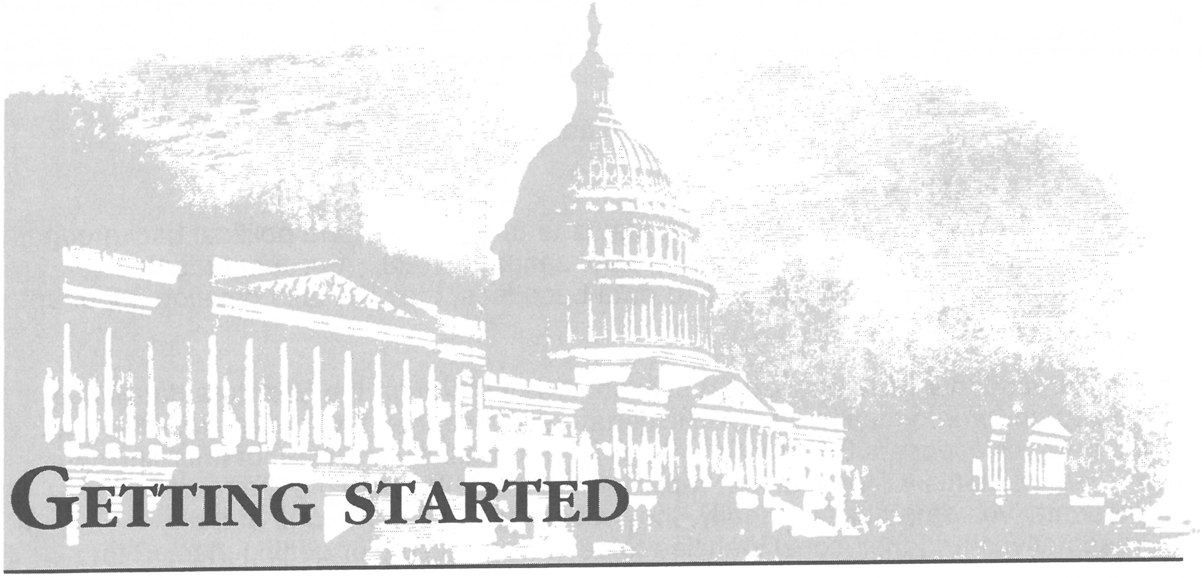
How to Start Using the Package

Congress in Action can be an exciting teaching tool. Take some time to familiarize yourself with the package so you can use it to its fullest potential. Read the Teaching Guide first to get an overview of the package. If you are not familiar with the *AppleWorks* program, work through the AIMs as you read over the lesson plans. Even if you are familiar with *AppleWorks*, going over the AIMs is a good way to become acquainted with the various files on the data disks.



Teaching Guide

Congress in Action



GETTING STARTED

Introduction

Using *Congress in Action,* students familiarize themselves first with the members of Congress, then with the legislative process. Students make decisions based on their research and group interactions, and begin to participate in the legislative process by communicating their ideas and opinions to their legislators. They use the computer as a tool to develop, organize and communicate ideas; gather and analyze information; and formulate decisions.

The activities in this package are divided into two units: Unit 1, Introductory Activities, and Unit 2, The Legislative Process. Unit 1 is shorter and the activities are easy to complete. This unit can be used alone for students in grade 6. For students in grades 7 through 12, you can use Unit 1 alone or as a prerequisite to Unit 2.

This Teaching Guide contains a summary of the activities and materials in each unit, an overview of the instructional purposes and goals; a description of each file on the Congress data disks; tips on managing the activities and setting up student work stations; and an explanation of the preparatory tasks involving *AppleWorks*.

What's in Each Unit

For each unit, there are lesson plans, student handouts, *AppleWorks* Instructional Modules (AIMs), and Congress data disks. The tabbed sections in this manual contain materials needed for both units. (For example, the student handouts for both units are in the Student Handouts section.)

The activities in each unit are briefly described below.

Unit 1. Introductory Activities

The four activities in Unit 1 introduce students to the personal and political backgrounds of senators and representatives in office as of January, 1988. As your students work with the Congress word-processor and data-base files, they will also develop important information-handling skills.

First, your students will embark on a scavenger hunt through the Senators data-base file to search for information on specific senators. Once they are familiar with the data base, they will choose a Senator to write to for information on a topic of their choice. Next, your students will profile their representatives as they explore the four Representatives data bases. Finally, they will apply their knowledge of the representatives and their constituencies to devise a strategy for getting elected to Congress.

To teach this unit, you will use the Unit 1 lesson plans, the four Unit 1 student handouts, and the AIMs that cover basic *AppleWorks* data-base and word-processor skills. These materials can be found in the following tabbed sections of this manual. The data files used in this unit are on the Senators and Representatives data disks.

Unit 2. The Legislative Process

Unit 2 focuses on the issue of gun control to teach students how the legislative process works. Students use many word-processor and data-base files, and learn more advanced information-handling and word-processor functions. There are eight activities in Unit 2, plus suggestions for additional projects.

A major part of the legislative process consists of gathering, organizing, and analyzing information, much of which is performed by congressional research staffs. Congressional staff members use on-line data bases to locate and organize information that helps them make decisions and support their positions on various policies. This information may include newspaper editorials, lobbyist statements, constituents' opinions, and federal laws. In this unit, students work on Policy Analysis Teams that function like congressional research staffs. With the Congress data disks and *AppleWorks*, students learn to use computer technology as a research tool.

Students begin the unit by reading about and discussing background, policy issues, statistics, and the range of legislative proposals on the issue of gun control. As members of Policy Analysis Teams, they examine a case study that focuses on gun control questions under debate in Congress.

The teams learn to analyze two documents presenting conflicting opinions, and begin thinking about where they stand on the issue. Then they use their analytical skills to select and examine other resource materials to support their position. These resources include congressional testimony, federal laws, lobbyist statements, newspaper editorials, and historical documents—all of which are provided on a data disk. Their research culminates in the completion of a Policy Analysis Summary that includes a position paper summarizing the team's stand on the issue of gun control.

Teams take part in the lobbying process by sending a copy of their position paper to an interest group. Students also design and conduct an opinion poll on gun control. Finally, they investigate how members of Congress voted on various pieces of gun control legislation.

The materials provided to teach this unit include lesson plans for each activity (plus suggestions for additional activities), and nine student handouts. Your students will probably want to review the basic data-base and word-processor AIMs they worked with in Unit 1. A set of advanced AIMs cover the additional *AppleWorks* functions needed to complete the activites in this unit. The data files used in this unit are on the Legislative Process data disk.

Overview of Instructional Purposes and Goals

The following is an overview of the instructional purposes and goals for the units.

Active Learning

The activities are designed to encourage and promote active, collaborative learning, in which students learn about Congress and begin to understand the legislative process. Students identify their senators and representatives, and discover how interest groups influence congressional policy-making. This package provides students with activities and tools that help them develop and apply essential social studies skills—skills of acquiring, organizing, and using information, and skills related to interpersonal relationships and social participation.

Role of the Computer

The use of the computer and *AppleWorks* in these activities supports the development of essential social studies skills by providing:

- Information
- Tools that help students acquire and organize information
- Tools that enable students to share ideas and information with each other
- Structure and guidance to help organize the classroom lessons
- A way for students to create meaningful products from their work

If your students are unfamiliar with *AppleWorks*, they will also be learning these new skills. Essential *AppleWorks* functions are taught in the *AppleWorks* Instructional Modules (AIMs) provided in this package. They are also explained in the Mini-reference Guide.

How to Prepare for the Lessons

Your students will be using the *AppleWorks* program with the three Congress data disks. These disks contain word-processor and data-base files to assist them in researching issues, keeping track of decisions, and writing reports.

The Congress Data Disk Files Chart on the following pages explains the contents of each file. Under the column headed "Type," WP and DB designate word-processor file and data-base file, respectively. The categories in the Senators, Representatives and Documents data bases are explained on pages 14-21.

Once you have a feel for what the files contain, read the rest of the Teaching Guide and the Lesson Plans to learn what your students will do in the activities for both units.

Congress Data Disk Files Chart

Senators Data Disk

Side 1: Senators

File Name	Type	Description	Unit	Activity
Letter Template	WP	This file is the Letter Template handout. Students can use it as a guide when they write to a senator for information on an issue. It is also used to teach basic word-processor functions in AIMs 9 through 12.	1	2
Senators	DB	This is a data base of biographical and political information on senators, such as birth year, occupation, year elected, and political party. (See p. 14 for an explanation of the data-base categories.) Students use this file to locate information such as seniority, and how it affects a senator's position on a congressional committee. The Senators file is also used to teach basic data-base functions in AIMs 2 through 8.	1	1, 2

Senators Data Disk

Side 2: Student Handouts (Use of these files is optional.)

Agenda	WP	This is a copy of the Legislative Process Agenda handout that lists what students will do during each activity in Unit 2. Use this file if you want to change an activity to meet your schedule or instructional objectives.	2	1-8

File Name	Type	Description	Unit	Activity
AnalyzePosition	WP	This is a copy of the Analyzing Position Statements handout that helps students critically evaluate documents. Use this file to tailor the critical thinking questions to suit your students' experience.	2	3
Bibliography	WP	This file lists the reference materials used in the activities in this package, as well as additional sources of information students can use to research the case study in Unit 2. It is provided as an optional student handout.	1, 2	All
Case Study	WP	This is a copy of the Case Study on Gun Control handout that summarizes the debates on the limits of gun control. The case study presents questions to be resolved as students analyze, research, and take a stand on the issue. Use this file to tailor the case study to your curriculum.	2	2
Committees.Rep	WP	This file contains short descriptions of the House Committees and lists the Committee abbreviations used in the four Representatives data-base files. This file is provided as an optional resource.	1	3
Committees.Sen	WP	This file contains short descriptions of the Senate Committees and lists the Committee abbreviations used in the Senators data-base file. This file is provided as an optional resource.	1	1

File Name	Type	Description	Unit	Activity
HowCongressVote	WP	This is a copy of the How Congress Voted handout. Students use it to record how they would vote on key issues and to compare their votes to those of their legislators. Use this file to tailor the handout to your curriculum.	2	8
Issue Brief	WP	This file contains the Issue Brief on Gun Control handout, which introduces students to background and policy choices, statistics, federal law, and a range of legislative proposals related to the issue of gun control. Use this file to tailor the handout to your curriculum.	2	1
Scavenger Hunt	WP	This is the Senator Scavenger Hunt handout. Use this file if you want to delete questions from or add new questions to the handout.	1	1
WhoRepresentsUs	WP	This file is the Who Represents Us handout. Students use this worksheet to answer questions and solve problems using the Representatives data-base files. Use this file to tailor the handout to your curriculum.	1	3

Representatives Data Disk
Side 1: Midwest and West Reps.

File Name	Type	Description	Unit	Activity
Reps.Midwest	DB	This file contains biographical and political information on representatives from states in the Midwest. (See p. 18 for an explanation of the data-base categories.)	1	3, 4
Reps.West	DB	This file contains biographical and political information on representatives from states in the West. (See p. 18 for an explanation of the data-base categories.)	1	3, 4

Representatives Data Disk
Side 2: East and South Reps.

File Name	Type	Description	Unit	Activity
Reps.East	DB	This file contains biographical and political information on representatives from states in the East. (See p. 18 for an explanation of the data-base categories.)	1	3, 4
Reps.South	DB	This file contains biographical and political information on representatives from states in the South. (See p. 18 for an explanation of the data-base categories.)	1	3, 4

Legislative Process Data Disk

Side 1: Gun Control Documents

File Name	Type	Description	Unit	Activity
Documents files	WP	These 24 files, variously named, contain congressional testimony, newspaper editorials, historical documents, and articles from interest groups—all relating to gun control. Students use these files to gather information for their policy analyses.	2	3, 4, 5
Documents	DB	This file is an index of the word-processor documents files on Side 1 of this disk and the legislation files on Side 2 of this disk. Documents are referenced by title, type, date of publication, key words, and source. (See p. 21 for an explanation of the data-base categories.) Students use this file to keep track of the documents they review for their policy analyses. The Documents data-base file is also used in AIM 20 to teach advanced data-base functions.	2	4, 5

Legislative Process Data Disk

Side 2: Legislation and Data

File Name	Type	Description	Unit	Activity
Legislation files	WP	These 7 files, (Gun Control Act, H.R.3132, H.R.4194, H.R.4332, S.104, S.2414, S.49), contain House and Senate legislation on gun control. Students use these files in their policy analysis research.	2	3, 4, 5
Interest Groups	WP	This file contains the addresses and short descriptions of interest or lobbying groups. Students use this file to choose an interest group to write to about their position on gun control. This file is also used in AIM 21 to teach an advanced word-processor function.	2	7
Opinion Poll	WP	This file is the Gun Control Opinion Poll handout. Students use this sample questionnaire as a guide to help them design an opinion poll using AIM 23.	2	6
Policy Analysis	WP	This is the Policy Analysis Summary handout. Student Policy Analysis Teams use this file to research, analyze, and take a stand on the issues raised in the Case Study on Gun Control.	2	2, 3, 4, 5, 7
World Law	WP	This file describes opinions and laws on gun control in Britain, Canada, and Japan.	2	5

File Name	**Type**	**Description**	**Unit**	**Activity**
Firearms in US	DB	This file contains 1960-1984 statistics from FBI Crime Reports and various other sources on the use of firearms in murders, accidental deaths, and suicides. Students can use this file to check the statistical basis for their position on gun control. *(NOTE: Missing data was not available.)* This file is also used in AIM 22 to teach an advanced *AppleWorks* function.	2	3, 4, 5
How Reps Voted and How Sen Voted	DB	These files contain the recorded congressional votes on gun control legislation and amendments.	2	8
Poll Responses	DB	This data base is used to enter and analyze responses from the Gun Control Opinion Poll, using AIM 23.	2	6

Senators Data-base Categories

The sample screens on p. 17 show the Senators data-base file in multiple-record and single-record layouts.

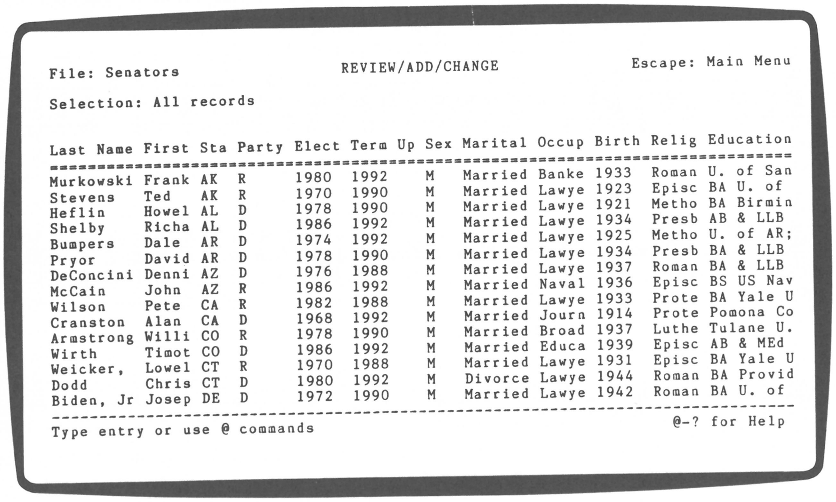
NOTE: To see all of the categories in a single record, press Apple-Z.

Last Name:	This is the senator's last name.
First Name:	This is the senator's first name. (If the senator has a middle initial, it is included here.)
Elected:	This is the year the senator was first elected to the office of U.S. Senator.
Term Up:	This is the next year the senator will be up for reelection.
Birth Year:	This is the year the senator was born.
Home:	This is the city or town in the state where the senator makes his or her home.
Marital Status:	This can be Married, Single, Divorced, Widowed, or Separated.
Religion:	This is the senator's religion.
Occupation:	This is the senator's occupation—other than political office.
Education:	This shows the degree(s) earned and the college or university where the senator received his or her education. Two-letter state abbreviations are used if the institution name includes the state. "U" is the abbreviation for University. Standard abbreviations are used for degrees. An example entry might be: LLB U. of TX; BA & JD U. of NC (Bachelor of Laws, University of Texas; Bachelor of Arts and Doctor of Laws, University of North Carolina)
Previous Office:	This is any political office held by the senator, either elected or appointed, prior to election to the U.S. Senate. If the senator previously served in the U.S. House of Representatives, the entry includes the years in office (e.g., U.S. House 77-87). "State Legislature" means the senator served in the State House or State Senate prior to becoming a U.S. Senator. "None" in this category means the senator did not hold any other political office.

Committees:	These are the committees on which the senator is currently serving. The three principal classes of committees are listed: *Standing Committees* are those with permanently authorized staff and broad legislative mandates. *Select or Special Committees* are those with temporary staff and authorization to operate for a specific period of time (these committees are usually investigative rather than legislative). *Joint Committees* have members drawn from both Houses of Congress and are investigative or housekeeping in their function. For this data base, committee assignments for Joint Library and Joint Printing are not included, since they are generally housekeeping in nature. A short description of each committee and a list of the abbreviations used in this data base can be found in the Committees.Sen word-processor file on Side 2 of the Senators data disk.
Chair Committee:	This is the name of any committee of which the senator is Chairman.
Capitol Address:	This is the senator's mailing address in Washington, D.C.
Source:	All information included in this data base came from *Politics in America: The 100th Congress*, Alan Ehrenhalt (ed.), and is reproduced here with permission from Congressional Quarterly, Inc., 1414 22nd St. NW, Washington, D.C. 20037.
State:	This is the two-letter abbreviation for the state represented.
Party:	This can be R (Republican) or D (Democrat).
Full Terms Complete:	This is the number of 6-year terms the senator has completed. A senator elected in 1986 has a zero (0) entered in this category. If he or she was appointed or elected by special election to fill a vacancy, this is not counted as a full term.
Sex:	This will show M (Male) or F (Female).
Place of Birth:	This is the city, or town, and state where the senator was born.
Children:	This is the number of children the senator has. This entry is blank if the senator has no children.

Military:	This is the branch of service and years served by the senator. This category is blank if the senator was not in the military. Abbreviations used are: AF — Air Force Army — Army Res — Reserve AC — Air Corps NG — National Guard CG — Coast Guard MC — Marine Corps Navy — Navy
Record Updated:	This is the date the record was entered or updated.

Following are sample screens from the Senators data base.

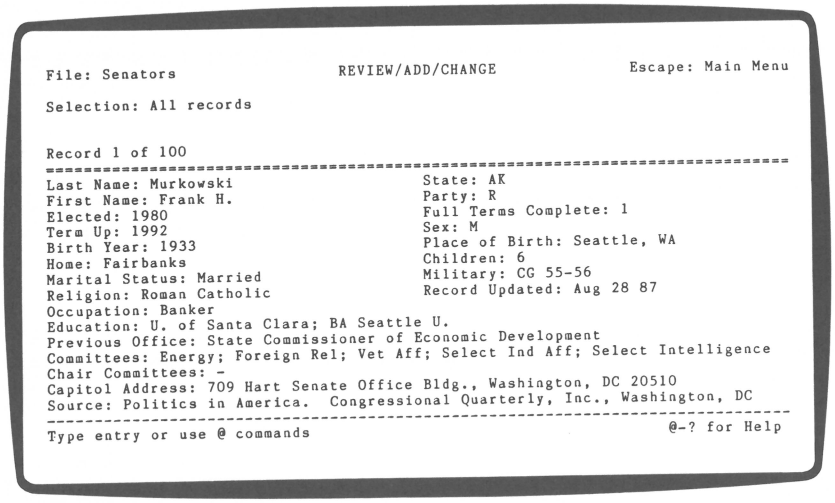


```
File: Senators               REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records


Last Name First Sta Party Elect Term Up Sex Marital Occup Birth Relig Education
===============================================================================
Murkowski Frank AK  R     1980  1992    M   Married Banke 1933  Roman U. of San
Stevens   Ted   AK  R     1970  1990    M   Married Lawye 1923  Episc BA U. of
Heflin    Howel AL  D     1978  1990    M   Married Lawye 1921  Metho BA Birmin
Shelby    Richa AL  D     1986  1992    M   Married Lawye 1934  Presb AB & LLB
Bumpers   Dale  AR  D     1974  1992    M   Married Lawye 1925  Metho U. of AR;
Pryor     David AR  D     1978  1990    M   Married Lawye 1934  Presb BA & LLB
DeConcini Denni AZ  D     1976  1988    M   Married Lawye 1937  Roman BA & LLB
McCain    John  AZ  R     1986  1992    M   Married Naval 1936  Episc BS US Nav
Wilson    Pete  CA  R     1982  1988    M   Married Lawye 1933  Prote BA Yale U
Cranston  Alan  CA  D     1968  1992    M   Married Journ 1914  Prote Pomona Co
Armstrong Willi CO  R     1978  1990    M   Married Broad 1937  Luthe Tulane U.
Wirth     Timot CO  D     1986  1992    M   Married Educa 1939  Episc AB & MEd
Weicker,  Lowel CT  R     1970  1988    M   Married Lawye 1931  Episc BA Yale U
Dodd      Chris CT  D     1980  1992    M   Divorce Lawye 1944  Roman BA Provid
Biden, Jr Josep DE  D     1972  1990    M   Married Lawye 1942  Roman BA U. of
-------------------------------------------------------------------------------
Type entry or use @ commands                                      @-? for Help
```

Figure 1. Multiple-record layout



```
File: Senators               REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records


Record 1 of 100
===============================================================================
Last Name: Murkowski                    State: AK
First Name: Frank H.                    Party: R
Elected: 1980                           Full Terms Complete: 1
Term Up: 1992                           Sex: M
Birth Year: 1933                        Place of Birth: Seattle, WA
Home: Fairbanks                         Children: 6
Marital Status: Married                 Military: CG 55-56
Religion: Roman Catholic                Record Updated: Aug 28 87
Occupation: Banker
Education: U. of Santa Clara; BA Seattle U.
Previous Office: State Commissioner of Economic Development
Committees: Energy; Foreign Rel; Vet Aff; Select Ind Aff; Select Intelligence
Chair Committees: -
Capitol Address: 709 Hart Senate Office Bldg., Washington, DC 20510
Source: Politics in America.  Congressional Quarterly, Inc., Washington, DC
-------------------------------------------------------------------------------
Type entry or use @ commands                                      @-? for Help
```

Figure 2. Single-record layout

Representatives Data-base Categories

NOTE: To see all of the categories in a single record, press Apple-Z.

Last Name:	This is the representative's last name.
First Name:	This is the representative's first name. (If the representative has a middle initial, it is included here.)
Elected:	This is the year the representative was first elected to the office of U.S. Representative.
Birth Year:	This is the year the representative was born.
Home:	This is the city or town in the state where the representative makes his or her home.
Marital Status:	This can be Married, Single, Divorced, Widowed, or Separated.
Religion:	This is the representative's religion.
Occupation:	This is the representative's occupation—other than political office.
Education:	This shows the degree(s) earned and the college or university where the representative received his or her education. Two-letter state abbreviations are used if the institution name includes the state. "U" is the abbreviation for University. Standard abbreviations are used for degrees. An example entry might be: LLB U. of TX; BA & JD U. of NC (Bachelor of Laws, University of Texas; Bachelor of Arts and Doctor of Laws, University of North Carolina)
Previous Office:	This is any political office held by the representative, either elected or appointed, prior to election to the U.S. House of Representatives. "State Legislature" means the representative served in the State House or State Senate prior to becoming a U.S. Representative. "None" in this category means the representative did not hold any other political office.

Committees:	These are the committees on which the representative is currently serving. The three principal classes of committees are listed: *Standing Committees* are those with permanently authorized staff and broad legislative mandates. *Select or Special Committees* are those with temporary staff and authorization to operate for a specific period of time (these committees are usually investigative rather than legislative). *Joint Committees* have members drawn from both Houses of Congress and are investigative or housekeeping in their function. A short description of each committee, and a list of the abbreviations used in this data base can be found in the Committees.Rep word-processor file on Side 2 of the Senators data disk.
Chair Committee:	This is the name of any committee of which the representative is chairman.
Capitol Address:	This is the representative's mailing address in Washington, D.C.
Source:	All information included in this data base came from *Politics in America: The 100th Congress*, Alan Ehrenhalt (ed.), and is reproduced here with permission from Congressional Quarterly, Inc., 1414 22nd St. NW, Washington, D.C. 20037.
State:	This is the two-letter abbreviation for the state represented.
Party:	This can be R (Republican) or D (Democrat).
District:	This is the number of the congressional district represented.
Sex:	This will show M (Male) or F (Female).
Place of Birth:	This is the city, or town, and state where the representative was born.
Children:	This is the number of children the representative has. This entry is blank if the representative has no children.

Military:

This is the branch of service and years served by the representative. This category is blank if the representative was not in the military. Abbreviations used are:

AF — Air Force
Army — Army
Res — Reserve
AC — Air Corps
NG — National Guard
CG — Coast Guard
MC — Marine Corps
Navy — Navy

Record Updated:

This is the date the record was entered or updated.

Documents Data-base Categories

NOTE: To see all of the categories in a single record, press Apple-Z.

WP Filename:	This is the name of the corresponding word-processor file on Side 1 or 2 of the Legislative Process data disk.
Document Title:	This is the full title of the document being referenced.
Type of Document:	This can be congressional testimony, magazine or newspaper article, federal law or legislation, historical document, or article published by special interest or lobbying groups.
Date of Document:	This is the date the referenced document was published.
Key words:	These are the terms students will use to identify documents that may be relevant to a particular case or position on an issue. Key words for each document have been carefully chosen to make it possible to retrieve a small, manageable set of documents pertaining to a particular issue.
Source:	This is the publication (Congressional Record, newspaper, magazine) or other source of the document. (Due to the limited space in an *AppleWorks* data base, a more complete source is provided in each corresponding word-processor document.)
Use in Analysis Y/N:	Students can use this category to keep track of the documents they have analyzed, and to record whether or not to use the documents in their Policy Analysis Summary.
File Updated:	This is the date the file was last updated.

Scheduling the Activities

Unit 1 is designed to take four class periods. If you are using the unit with 6th to 8th grade students, more time may be needed, depending on the students' abilities and familiarity with *AppleWorks*. All students should complete Unit 1 before moving on to Unit 2.

The activities in Unit 2 take approximately eight class periods, including some out-of-class assignments. If your students are not already familiar with *AppleWorks*, they will need some extra time to complete the AIMs for the activities.

If you don't have time to complete all the activities, you can shorten the amount of time you spend using this package by:

- Completing only Unit 1
- Omitting Activities 7 and 8 in Unit 2

Preparing Materials for Student Work Stations

Each computer will be considered a student work station. Each work station should have:

- A copy of the AIMs
- A copy of the Mini-reference Guide
- A copy of the *AppleWorks* Program and Startup disks. (The *AppleWorks* Preparation Tasks found in this Teaching Guide provide step-by-step instructions for copying these disks.)

Managing the Class

This package encourages both collaborative learning among your students and the integration of computers into your social studies curriculum.

The learning activities in this package are designed to encourage students to communicate with each other and to synthesize their ideas. They begin working in pairs at their desks and at the computer in Unit 1, and progress to working together in groups of five or six students as Policy Analysis Teams in Unit 2.

As you teach the lessons, you will work with individual students to help them carry out their responsibilities effectively, and with the teams to facilitate intergroup cooperation. In Unit 2, each Policy Analysis Team will have a Team Leader, an Information Manager, one or more Researchers, a Public Affairs Official, and an Editor. The team roles require specific skills and foster leadership and cooperation. The team roles are described in detail in the lesson plan for Activity 2.

The Team Leader role is especially vital to the successful work of the Policy Analysis Teams, and students playing this role will depend on you to help them clarify the agenda and assignments for other team members.

The students selecting Information Manager roles should be well-organized and skilled in the use of *AppleWorks*, or be willing to go through the AIMs on their own time, including the advanced AIMs for the Information Manager. You might want to conduct a special *AppleWorks* training session after class for Information Managers and other interested students.

Since the computer functions as an important learning tool in this package, the management of the activities depends on the following factors:

- The number of computers available to students
- The location and availability of the computers
- The *AppleWorks* skill-level of the students

If there is only one computer available you can reduce or omit assignments involving word processing. Students should use their computer time to retrieve and print out information from data-base and word-processor files. Writing assignments can be completed by hand at their desks.

If several computers are available, in the classroom, a nearby lab, or students' homes, schedule computer use so that students can do some of their computer work outside of class time. The only parts of the activities that must be done during class are your instructions and the collaborative planning meetings of the Policy Analysis Teams in Unit 2. Work with the Information Managers to establish and publicize the schedule for computer use.

Assessing Student Progress

There are several ways for you to monitor student progress in meeting the objectives of the activities. Each activity requires a student or group of students to produce at least one product, such as completing the Senator Scavenger Hunt worksheet or filling in an item of the Policy Analysis Summary. The lesson plan for each activity identifies the product you can expect for that activity.

You can assess student progress by:

- Choosing certain key products to evaluate according to the objectives
- Observing students participating in groups, and noting the contributions each member makes, including leadership, communication, research, and technical skills

Tailoring the Activities to Your Situation

Having instructional materials and information resources on the *AppleWorks* data disks makes it easy to tailor the instruction and activities to your specific curriculum and student needs. Take advantage of this flexibility in preparing for the unit activities.

The first decision you must make is whether to use both Unit 1 and Unit 2. If you are using Unit 1 alone, you can supplement it with additional activities you design.

Within each unit, you can tailor the activities to better suit your needs. The student handouts for both Units 1 and 2 are stored on the Congress data disks, where they can be edited as word-processor files. For example, the Legislative Process Agenda handout, which guides students through the activities in Unit 2, is a word-processor file on Side 2 of the Senators data disk. You can revise this agenda to meet your own objectives and schedule. Then print the revised agenda to copy and hand out to your students.

You can also tailor Unit 2 to your needs by going into the Documents data-base file and corresponding document word-processor files, and adding or deleting documents that support or dispute the policies you analyze.

Setting Up the Classroom or Lab

A copy of the AIMs and the Mini-reference Guide should be kept at each computer, along with a working copy of the *AppleWorks* Startup and Program disks. Students should also have access to the *AppleWorks* Reference Guide which comes with the original *AppleWorks* program disks.

For Unit 1, provide copies of the necessary data disks for each computer. In Unit 2, each student team will need its own set of data disks.

It is helpful to post copies of students' printouts and reports on the classroom wall after each activity, so students can benefit from reading each other's work. In Unit 2, Public Affairs Officials can publicize the work of their teams.

If time permits, set up a Classroom Print Resource Center of supplementary materials (books, journals, filmstrips) for students to use in their research. In Unit 2, you might ask one of the Information Managers to add these materials to the Documents data base, taking care to enter useful key words that describe the content. Instead of using the word-processor files, indicate that the materials can be found in your Classroom Print Resource Center or school library. Your school librarian may be able to assist you with the development of your Classroom Print Resource Center.

Scope and Sequence and Content Objectives Charts

The following pages contain two charts. The Scope and Sequence Chart, on page 25, lists the research, social-participation, and decision-making skills developed in each activity. The Content Objectives Chart, on pages 26 and 27, summarizes the content objectives of each activity.

Scope and Sequence Chart

I = Skill Introduced
P = Skill Practiced

	Unit 1 Introductory Activities				Unit 2 Legislative Process Activities							
Research Skills	1	2	3	4	1	2	3	4	5	6	7	8
Recognize key issues and conflicting values					I	P	P	P	P	P	P	P
Explore contents and organization of a data base	I	P	P	P		I	P	P	P	P	P	P
Use reference sources and extract significant ideas			I	P	I		P	P	P		P	P
Identify key terms to use in searching for relevant information	I	P	P	P			I	P	P	P	P	P
Extract relevant facts and ideas from a document or data-base file	I	P	P	P		I	P	P	P	P	P	P
Organize key ideas		I	P	P		I	P	P	P	P	P	P
Form an opinion based on critical examination of relevant information			I	P			I	P	P	P	P	P
Organize information in support of a position on an issue			I	P				I	P	P	P	P
Conduct an Opinion Poll										I		
Social-participation Skills												
Help set rules and guidelines for group work		I	P		I	P	P	P	P	P	P	P
Define own role in working with the group		I	P			I	P	P	P	P	P	P
Assist in setting goals for the group			I			I	P	P	P	P	P	P
Work with others to decide on an appropriate course of action			I	P		I	P	P	P	P	P	P
Communicate own beliefs and convictions		I	P	P					I			P
Use persuasion and negotiation to resolve conflicts				I								I
Decision-making Skills												
Gather factual information that will help your team set goals			I	P		I	P	P	P	P	P	P
Identify alternative courses of action regarding a public policy issue					I	P	P	P	P	P	P	P
Make a decision based on the data obtained		I	P	P					I	P	P	P
Take action to implement your decision			I	P							I	

Content Objectives Chart

	Unit 1 Introductory Activities				Unit 2 Legislative Process Activities							
Objectives	1	2	3	4	1	2	3	4	5	6	7	8
Identify senators and representatives having particular backgrounds and interests	x	x		x							x	x
Identify relationships between committees, seniority, and political party	x		x								x	
Discover information about your own senators and representatives	x	x	x	x								x
Write to a legislator		x		x							x	
Compare characteristics of representatives from different states and regions of the U.S.			x									
Analyze career paths of congressmen				x								
Investigate the demographic profile of a local representative's constituency				x								
Identify sources of information available on issues before Congress					x	x	x	x	x	x	x	x
Use a Congressional Research Service Issue Brief to identify types of information available to Congress					x							

	Unit 1 Introductory Activities				Unit 2 Legislative Process Activities							
Objectives	1	2	3	4	1	2	3	4	5	6	7	8
Identify interest groups and lobbying groups and their role in the legislative process							x	x			x	
Critically analyze positions taken by interest groups on an issue before Congress							x	x			x	
Examine legislative issues involving the balance between individual rights and society's responsibilities					x			x				x
Examine aspects of the process by which a bill is considered in Congress							x	x			x	x
Identify the role that public opinion polls play in influencing legislation										x		
Recognize that legislators can be held accountable for their performance by examining their votes on an issue												x

APPLEWORKS PREPARATION TASKS

Introduction

In *Congress in Action*, your students will use *AppleWorks* Program and Startup disks, and the three Congress data disks. This section of the Teaching Guide describes how to prepare and copy these disks.

You will be preparing a set of *AppleWorks* Program and Startup disks for each student work station, as well as a set of Congress data disks for each work station (for Unit 1), or student team (for Unit 2). In Unit 2, since students will be saving updated versions of some of the files they will be working with, you may want to format additional blank disks to serve as team data disks. It is also a good idea to provide extra formatted data disks so the team Information Managers can keep backup copies of the teams' work. If you do not want to use extra disks for this purpose, have each team keep their Policy Analysis Summary file on Side 1 of their Senators data disk, where there is extra room.

You may want to assign a student as your technical assistant to help you perform these tasks.

You will need the following materials to complete the *AppleWorks* Preparation Tasks:

- An *AppleWorks* Startup disk
- An *AppleWorks* Program disk
- The original Congress data disks (supplied in this package)
- A sufficient quantity of blank disks and labels to make the required disk copies
- A copy utility program

Managing the Data Disks

The original Congress data disks you received in this package should only be used for making master copies of each disk. Once you make the master disks, store the original disks in a safe place. The master disks, in turn, should only be used to make working copies for student use. When you have made the working copies, store the master disks in a safe place in case any new working copies are needed. The working copies of the data disks should be the only ones that are updated or changed in any way.

For Unit 1, you will make the following data disks:

- Working copies of the Senators and Representatives data disks for each computer work station

For Unit 2, you will make the folllowing data disks:

- Working copies of the Senators, Representatives, and Legislative Process data disks for each Policy Analysis Team

- (Optional) a blank formatted team data disk for each team

- (Optional) a blank formatted backup data disk for each team

In Unit 2, the Information Manager for each team can assume responsibility for the team's disks, or the disks can be turned in to you at the end of each class. The Information Manager can also make sure that new and revised files are saved on a backup disk if extra data disks are available.

Disk Preparation Tasks

In preparing disks for your students to use with the Congress activities, you will need to perform the tasks outlined below.

1. Prepare a Master *AppleWorks* Startup disk and Master *AppleWorks* Program disk configured for the number of disk drives and types of printers you will use with your computers. (See Preparing the *AppleWorks* Master Disks, below.)
2. Make a working copy of the configured Master *AppleWorks* Startup and Program disks for each computer work station. (See Making Working Copies of the *AppleWorks* Disks, on page 36.) To be consistent with the United States copyright laws, you must own a legal copy of *AppleWorks* for each work station.
3. Make a master copy of each of the Congress data disks. (If you are using Unit 1 alone, you don't have to copy the Legislative Process disk.) Then make a working copy of each master disk for each student team. (See Making Master and Working Copies of the Congress Data Disks, on page 36.)
4. You may want to format blank disks on which each student team can save their own files. (See Formatting the Team Data Disks, on page 36.) This is optional because there is enough room for students to save their files on Side 1 of the Senators data disk. In the AIMs, students will be told to save their files on Side 1 of that data disk. If you want them to save their files on separate team data disks, format those disks and change the instructions in the AIMs.

The following sections explain in detail how to perform the activities listed above. When you finish the activities, you may want to keep a working set of *AppleWorks* disks at each computer work station. (All master disks and original disks should be stored away for safekeeping.)

Preparing the *AppleWorks* Master Disks

If you are using the original *AppleWorks* Program and Startup disks with the Apple Computer labels, you must first copy these disks. Use a copy utility program. It is best to use two separate disks, rather than using two sides of one disk. Label these disk copies, "Master AppleWorks Startup" and "Master AppleWorks Program."

Starting *AppleWorks*

When you have created these master disks, you are ready to prepare them for the number of disk drives and kinds of printers you are using. First you must start the program. The following is the standard procedure for starting up the *AppleWorks* program.

To start *AppleWorks:*

1. Remove the Startup disk from its protective envelope and insert it in Drive 1 by carefully sliding the disk in the slot, with the label (or face of the disk) up and the notched edge of the disk to the left. (On the Apple IIc, Drive 1 is the built-in drive.) Close the door of the disk drive. Then turn on the monitor.

   If your disks are double-sided, there will be a notch on the left and right edges of the disk. Just be sure that the label (or the face of the disk) is up.

2. If your computer is off, turn it on by pressing the on/off switch on the back-left panel. The red light on the disk drive will come on for a moment and the drive will make a whirring sound.

   If your computer is already on, press the Control, Open-Apple, and Reset keys all at the same time.

   In a moment, the *AppleWorks* Credit screen will appear.

3. Look at the bottom line of text on the screen. It says, "Place the *AppleWorks* Program Disk in Drive 1 and press Return." This message is located on the *Message line* of the computer. The Message line contains information telling you what to do next.

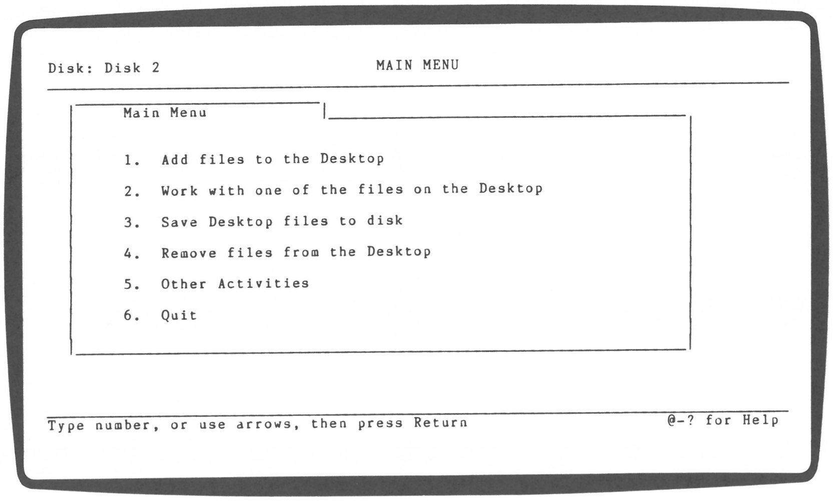
NOTE: If your computer has one disk drive, the Message line will be very important to you. AppleWorks *will occasionally ask you to switch the Program disk and the data disk. The message to switch will always be found at the bottom of the screen on the Message line. You should only switch Program and data disks when told to do so.*

4. Open the door of Drive 1 and carefully remove the Startup disk. Insert the Program disk in Drive 1, close the door and press the Return key to the right of the keyboard. Again, the red light will come on as the *AppleWorks* program is loaded into the memory of your computer.

   In a moment, the Date screen will appear.

5. Enter today's date using the format MM/DD/YY (e.g., 4/6/88), and press Return. If the date is already correct, simply press Return.

In a moment, the MAIN MENU will appear.



```
Disk: Disk 2                    MAIN MENU

   Main Menu

   1.  Add files to the Desktop
   2.  Work with one of the files on the Desktop
   3.  Save Desktop files to disk
   4.  Remove files from the Desktop
   5.  Other Activities
   6.  Quit

Type number, or use arrows, then press Return        @-? for Help
```

Figure 3

You are now ready to set up or configure your *AppleWorks* Program disk for the number of disk drives and type(s) of printer(s) you are using.

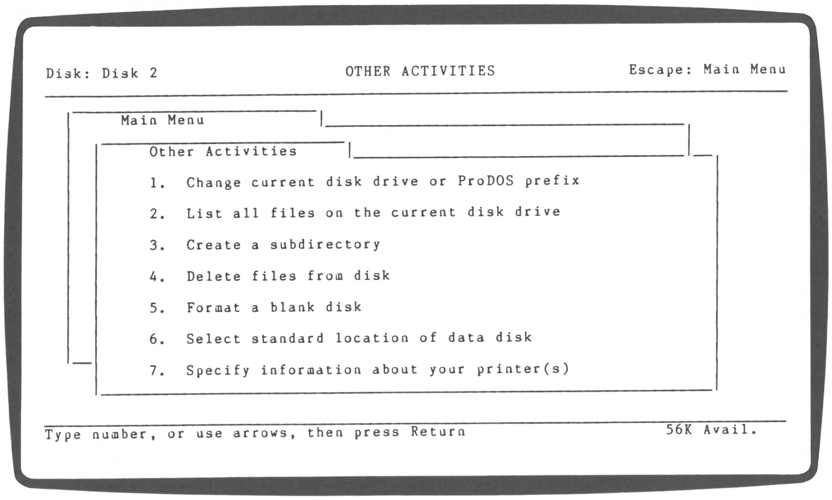
Changing Disk Drive Settings

You can use *AppleWorks* with either one or two disk drives, but you must set up the Program disk for the correct number. If you have two drives, you can keep the Program disk in Drive 1 and the data disk in Drive 2. Look at the disk number in the top-left corner of the MAIN MENU. This number refers to the location of the data disk. If you have only one disk drive, the number should be 1. If you are using two disk drives, the number should be 2. If the number is correct, you're ready to move on to the next section to change your printer settings. If you have to change the number, follow the steps below.

To change the disk drive settings:

1. With the MAIN MENU on the screen, select Choice 5, Other Activities, by pressing the Down Arrow key or typing **5** to highlight the option. Then press Return.

2. When the OTHER ACTIVITIES MENU appears, select Choice 6, Select Standard Location of Data Disk, and then press Return.



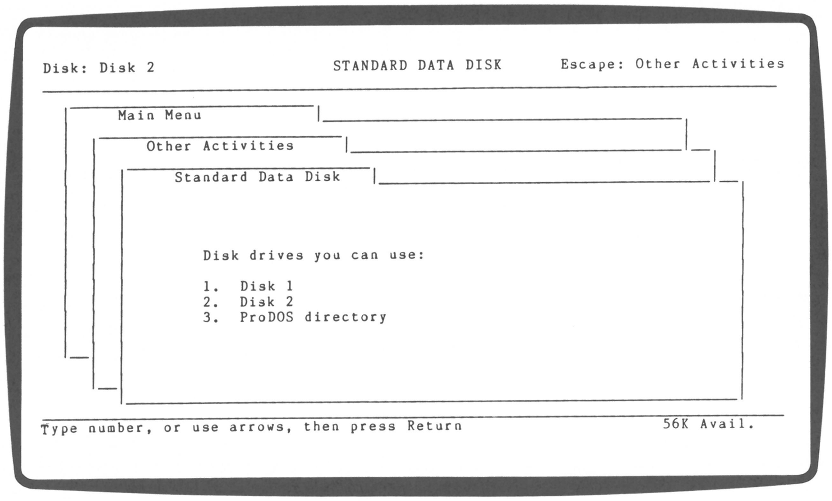
```
Disk: Disk 2                 OTHER ACTIVITIES              Escape: Main Menu

  Main Menu
    Other Activities
      1.  Change current disk drive or ProDOS prefix
      2.  List all files on the current disk drive
      3.  Create a subdirectory
      4.  Delete files from disk
      5.  Format a blank disk
      6.  Select standard location of data disk
      7.  Specify information about your printer(s)

Type number, or use arrows, then press Return                  56K Avail.
```

Figure 4

3. When the STANDARD DATA DISK MENU appears, select Choice 1, Disk 1, if you have one disk drive. Select Choice 2, Disk 2, if you have two drives. (On the Apple IIc, select Choice 1, Built-in Disk, if you have one disk drive. Select Choice 2, Ext. Disk IIc, if you also have an external disk drive.) Then press Return.



```
Disk: Disk 2              STANDARD DATA DISK       Escape: Other Activities

  Main Menu
    Other Activities
      Standard Data Disk

        Disk drives you can use:

        1.  Disk 1
        2.  Disk 2
        3.  ProDOS directory

Type number, or use arrows, then press Return                  56K Avail.
```

Figure 5

Now your *AppleWorks* Program disk should be set up for the number of drives you will be using. If you have two disk drives, you can keep the Program disk in Drive 1 and your data disk in Drive 2.

4. Press Esc to return to the MAIN MENU. The number at the top-left corner of the screen should now be correct.

Changing the Printer Settings

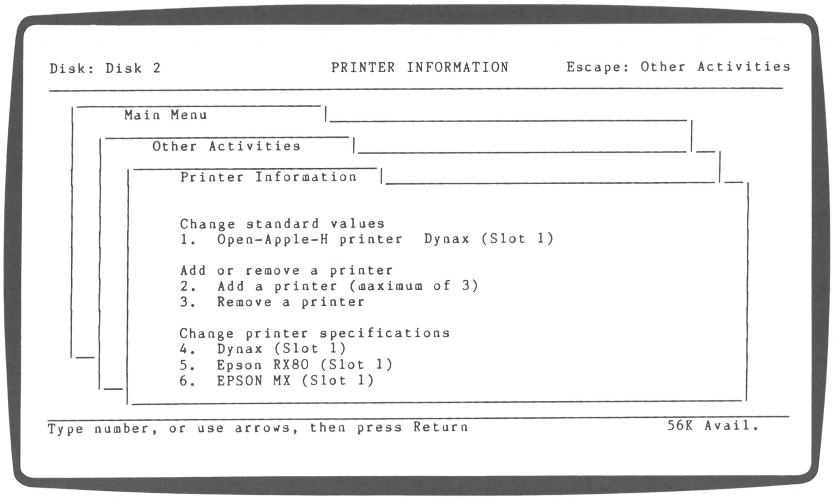
To print using *AppleWorks*, you must set up the *AppleWorks* Program disk for the printer(s) you are going to use. You can set up an *AppleWorks* disk to accept up to three different printers.

If you have three or fewer kinds of printers available to your students, you should set up your master disk for all the printers. This way, student teams will be able to print their files at any computer workstation.

If you have more than three different kinds of printers available for student use, you should first go to the next section and make working copies of the *AppleWorks* disks for each work station. Then return to this point and set up one working copy of the Program disk for each printer. Make sure your students use the disk configured for the specific printer at each work station.

To check and enter printer settings:

1. With the MAIN MENU on the screen, select Choice 5, Other Activities, by pressing the Down Arrow key or typing **5** to highlight the choice. Then press Return.
2. When the OTHER ACTIVITIES MENU appears, select Choice 7, Specify Information about Your Printer(s). Then press Return.
3. Look for the heading, Change Printer Specifications. The printers that are currently available are listed under this heading.



```
Disk: Disk 2                 PRINTER INFORMATION       Escape: Other Activities

     Main Menu
        Other Activities
           Printer Information

           Change standard values
           1.  Open-Apple-H printer   Dynax (Slot 1)

           Add or remove a printer
           2.  Add a printer (maximum of 3)
           3.  Remove a printer

           Change printer specifications
           4.  Dynax (Slot 1)
           5.  Epson RX80 (Slot 1)
           6.  EPSON MX (Slot 1)

Type number, or use arrows, then press Return                      56K Avail.
```

Figure 6

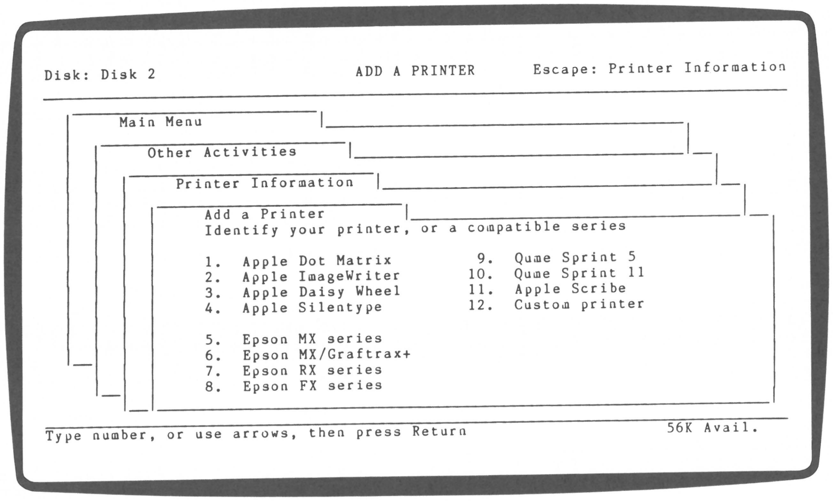
If the printer(s) you are using are included on this list, you won't need to change the printer settings. Press Esc to return to the MAIN MENU.

If any of your printers are not on the list, go to Step 4.

4. *AppleWorks* can only be set up for three printers at a time. If you want to add a printer and there are already three, you must first reduce the number of printers. If you don't have to reduce the number, go to Step 5.

   If you have to reduce the number of printers, select Choice 3, Remove a Printer. Then select the printer to remove. The PRINTER INFORMATION MENU will then reappear and you will be ready to add your printer.

5. Select Choice 2, Add a Printer. Select your printer from the list of available printers. If your printer is not listed, select Choice 12, Custom Printer.



```
Disk: Disk 2                 ADD A PRINTER      Escape: Printer Information

Main Menu
  Other Activities
    Printer Information
      Add a Printer
      Identify your printer, or a compatible series

      1.  Apple Dot Matrix          9.  Qume Sprint 5
      2.  Apple ImageWriter        10.  Qume Sprint 11
      3.  Apple Daisy Wheel        11.  Apple Scribe
      4.  Apple Silentype          12.  Custom printer

      5.  Epson MX series
      6.  Epson MX/Graftrax+
      7.  Epson RX series
      8.  Epson FX series

Type number, or use arrows, then press Return                  56K Avail.
```

Figure 7

   Type a name for your printer (any name you will recognize as referring to that printer), and press Return. Then select the slot or port location from the next menu (usually Slot 1).

6. Press Esc until you return to the MAIN MENU. The disk drive and printer information is now saved on the master *AppleWorks* Program disk, and you are ready to make working copies.

Making Working Copies of the *AppleWorks* Disks

Load a copy utility program into your computer. Follow the instructions that appear on the screen to make working copies of the master *AppleWorks* Startup disk and the master *AppleWorks* Program disk for each computer work station. (Be sure you own an *AppleWorks* set for each station so that you are conforming to United States copyright laws when you make these copies.)

Making Master and Working Copies of the Congress Data Disks

Use your copy utility program and the original Congress data disks to make master copies of the three Congress data disks. Then store the original disks in a safe place. Be sure to copy both sides of each data disk. Then use the master disks to make working copies of the data disks for each student team.

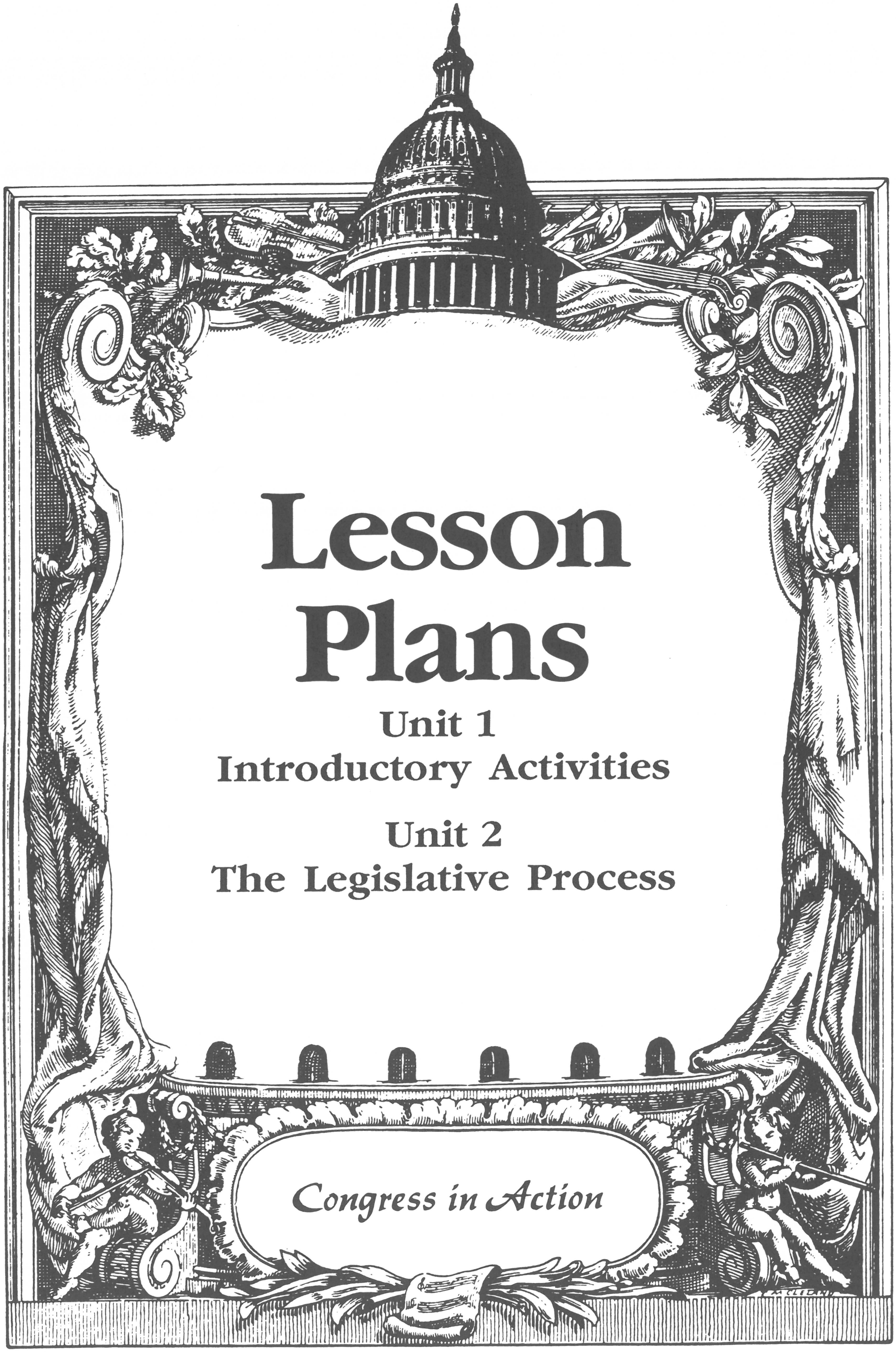
Be very careful when you label these disks so your students will be able to find the correct data.

Formatting the Team Data Disks (Optional)

In Unit 2, each student team will need to save their own versions of the data files with which they are working. They can store their files on Side 1 of the Senators data disk, which has room for additional files, or they can use a blank disk formatted using the procedure below.

To format a blank disk, follow these steps:

1. Load *AppleWorks.*
2. From the MAIN MENU, select Choice 5, Other Activities.
3. From the OTHER ACTIVITIES MENU, select Choice 5, Format a Blank Disk.
4. When the DISK FORMATTER MENU appears, type a disk name. We suggest you use the name TEAM *n*, with *n* being the team number or name. Then press Return.
5. Place the blank disk in the disk drive and press the space bar. The disk will be formatted. Label each disk with an appropriate name, such as "Team Data Disk." Repeat these steps until you have formatted and labeled the number of disks you need.
6. When you have finished formatting disks, press Esc until the MAIN MENU appears on the screen.

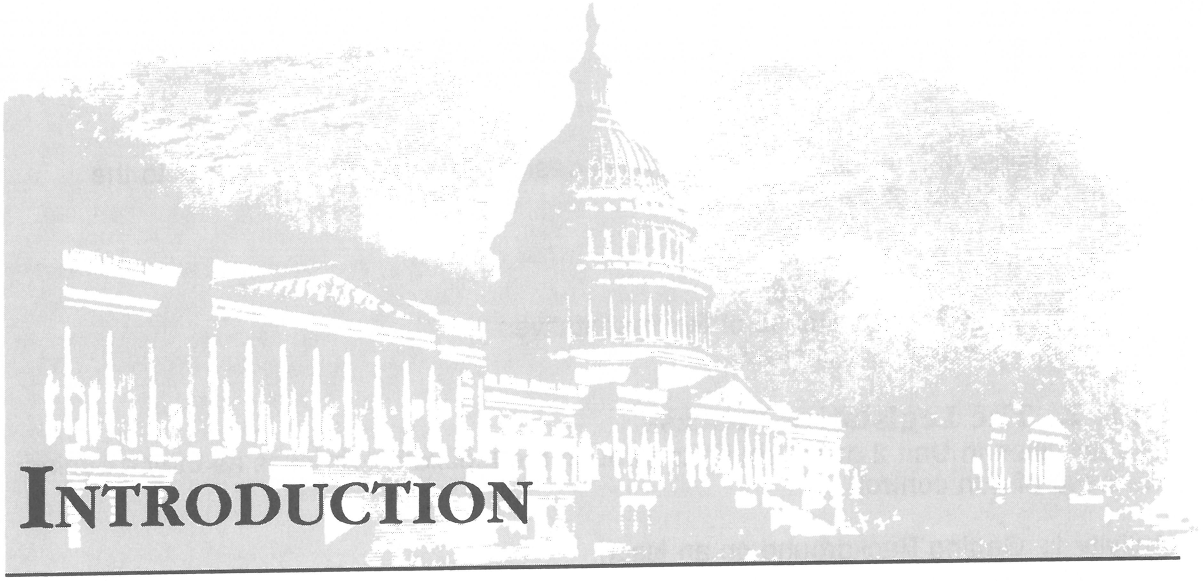


Lesson Plans

Unit 1
Introductory Activities

Unit 2
The Legislative Process

Congress in Action



INTRODUCTION

This section contains the lesson plans for both units of *Congress in Action*. In the four activities in Unit 1, students begin using the Congress data bases to locate and analyze information about House and Senate members. They also use the word processor to write a letter requesting information from a senator.

The eight activities in Unit 2 are designed to familiarize students with the legislative process, using gun control as a sample issue. These activities also introduce more advanced *AppleWorks* data-base and word-processor skills. Working in teams, the students research the facts and opinions surrounding the issue, develop a position statement, attempt to influence opinion, and compare their positions to those of their legislators.

About the Lesson Plans

Each lesson plan provides the following information to help you prepare for and use the activities in your classroom:

- Objectives
- Materials
- Time estimates
- Teacher preparation
- Instruction
- Evaluation suggestions for this activity
- Tailoring the activity for your class

The student handouts listed under Materials in each lesson plan can be found in the Student Handouts section of this manual.

Unit 1. Introductory Activities

Unit 1 consists of four introductory activities designed to introduce students to the Senate and House of Representatives.

Activity 1: Exploring the Senate
Activity 2: Writing to a Senator
Activity 3: Exploring the House of Representatives
Activity 4: Running for Congress

Unit 2. The Legislative Process

The activities in Unit 2 guide students through the legislative process as they examine the issue of gun control.

Activity 1: Getting Background on an Issue
Activity 2: Joining a Policy Analysis Team
Activity 3: Evaluating Two Resource Documents
Activity 4: Identifying Resources
Activity 5: Taking a Stand
Activity 6: Conducting an Opinion Poll
Activity 7: Lobbying
Activity 8: Looking at How Congress Voted
Activity 9: Optional Projects

ACTIVITY 1: EXPLORING THE SENATE

Objectives

- Use a data-base file to locate background information about U.S. Senators, such as length of office, committees, and seniority.
- Become familiar with the Senators data-base file on the Senators data disk.
- Identify the relationship between committee membership and seniority.
- Select and retrieve information from the Senators data-base file.
- Work with AIMs 1 through 8 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks for the teacher's demonstration computer
- Senators data disk, Side 1, the Senators data-base file (Optional: Committees.Sen file on Side 2)
- Student Handout: Senator Scavenger Hunt
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 30 minutes
Teacher demonstration at the computer: 10 minutes
Student pairs at the computer: 10 minutes each pair
Teacher discussion after the activity: 10 minutes

Teacher Preparation

Make copies of the AIMs and the Mini-reference Guide for each computer.

Read the Senator Scavenger Hunt worksheet. Duplicate enough copies for the students in your class.

Make a copy of the Senators data disk for each computer.

Develop a schedule for computer use.

Instruction

If your students are not familiar with *AppleWorks* data bases, instruct them to work in pairs on AIMs 1 through 8 before they begin this activity.

Explain the objectives of the activity to the class. Discuss how being able to identify senators who have certain backgrounds and interests will help students select a senator to correspond with on an issue in Activity 2.

Demonstrate how the Senators data base works. Discuss the abbreviations used in the data base (on pages 14-16 of the Teaching Guide). This will help students set up selection rules to find particular senators.

Use the Example question on the Senator Scavenger Hunt worksheet: "Which Senator was a basketball player prior to becoming a member of the Senate?" Show the students how to load the Senators data-base file onto the Desktop and then select the record that would answer this question. Explain your method (Apple-R, Occupation contains basketball).

The Senators Data-base Categories chart, on pages 14-16 of the Teaching Guide, explains each data category in this file. Discuss the significance of data items such as "Committees" and "Elected." (The senator with the most *seniority* is the senator who has been in office the longest. The seniority of a senator affects his or her position on committees.) If appropriate for your class, discuss the key role a committee chairman has in controlling which proposed legislation receives attention. You can print out the Committees.Sen file as an optional handout. This file contains brief descriptions of the committees and lists the committee abbreviations used in the Senators data base.

Distribute the Senator Scavenger Hunt worksheet. Explain to the students that they will use the Senators data-base file, plus other reference sources, to complete the Senator Scavenger Hunt.

Explain to the students that they will work in pairs at the computer. Each pair of students should have a limited amount of time on the computer—approximately ten minutes. If a printer is available, they can use Apple-H to print the screens containing the data they have obtained. If not, one partner can handwrite the answers on their Senator Scavenger Hunt worksheet.

Students waiting for time on the computer can use their textbooks or other available reference materials to start to answer the questions.

Go over the answers to the questions on the Senators Scavenger Hunt worksheet. Have students discuss their sources of information. What kind of information was available about the Senators in their textbooks? In the data-base file? How did they select and arrange the data to get their answers? What other information would they want to know about the U.S. Senators? Where could they find this information?

Evaluation Suggestions for This Activity

Evaluate students on their use of selection rules and arrangement (or sorting) choices to locate senators in the data-base file. Students not proficient with *AppleWorks* may need extra time to practice and finish answering the Scavenger Hunt questions.

Tailoring the Activity for Your Class

You may want to tailor the Senator Scavenger Hunt worksheet for your class. You can change the vocabulary, or delete or add questions. More difficult questions can be added, such as "How many senators were elected before the age of 40?" You can make these changes to the Scavenger Hunt word-processor file on Side 2 of the Senators data disk.

Students can devise questions for a Representatives Scavenger Hunt, using the Representatives data-base files (Reps.Midwest, Reps.West, Reps.East, Reps.South) on the Representatives data disk.

ACTIVITY 2: WRITING TO A SENATOR

Objectives

- Choose a senator to write to for information on an issue.
- Write a letter to a senator to request information.
- Learn to create word-processor files.
- Work with AIMs 9 through 16 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Senators data disk, Side 1, the Senators data-base file
- Student Handout: Letter Template
- AIMs and Mini-reference Guide at each computer
- Envelopes

Time Estimates

Teacher preparation before class: 10 minutes
Teacher demonstration at the computer: 10 minutes
Student pairs at the computer: 20 minutes
Teacher discussion after the activity: 10 minutes

Teacher Preparation

Make copies of the Letter Template handout for the class.

Review the format for letter writing.

Review the *AppleWorks* word-processor commands.

Instruction

If your students are not familiar with the *AppleWorks* word processor, have them complete AIMs 9 through 16 before starting this activity.

Explain the objectives of the activity to the class.

Demonstrate how to create a new word-processor document.

Draft a short letter with the students. Use the Letter Template handout as an example. (The Letter Template is also a word-processor file on Side 1 of the Senators data disk.)

Have students work in pairs to draft a letter to a senator requesting information on a particular issue. Since they will be examining the topic of gun control in Unit 2, they may want to request information about this issue. Or, they can write for information on another issue that interests them, such as nuclear war, the minimum wage, or drug abuse.

Discuss with the students how to select a senator to write to. The class as a whole will obtain more information if each pair of students writes to a different senator.

Explain the four steps involved in the writing process: brainstorming, outlining, writing, and editing. Have the students brainstorm their ideas on paper first and then sketch an outline on paper or on the word processor before writing the letter.

Allow students time at the computer to:

- Choose a senator to write to
- Get that senator's address from the Senators data base
- Write and edit a letter to the senator
- Print the letter

The final step of the writing process involves editing and rewriting. Both students in each pair should check the printed copy of the letter to make sure there are no spelling or grammatical errors. Students should print two copies of their final letters; one copy will be mailed and the other stored in the student's work file.

Students can save their letters on Side 1 of the Senators data disk, where there is extra space.

Evaluation Suggestions for This Activity

Evaluate students' ability to create a new word-processor file.

Evaluate students' proficiency in writing an effective letter requesting information from a senator, using the four steps of the writing process.

Tailoring the Activity for Your Class

If time permits, students may want to search the Senators data base to find other senators to write to for more information. For instance, they may select senators who serve on particular committees, such as the Judiciary Committee (which has jurisdiction over the gun control issue discussed in Unit 2). Or, students may want to target their correspondence to senators from particular states or regions of the country.

ACTIVITY 3: EXPLORING THE HOUSE OF REPRESENTATIVES

Objectives

- Locate background information about members of the House of Representatives from your state.
- Learn about the data categories in the Representatives data bases, and understand the significance of the Elected and Committees categories in determining seniority.
- Analyze the composition of the House, and compare states and regions of the country in terms of the age, sex, political party, occupation, education, and religion of their representatives.
- Become familiar with the four Representatives data-base files (Reps.Midwest, Reps.West, Reps.East, and Reps.South) on the Representatives data disk.
- Devise ways to analyze information using *AppleWorks* data bases.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Representatives data disk containing the Representatives data-base file for your region (Optional: Senators disk, Side 2, the Committees.Rep file)
- Student Handouts: Who Represents Us, U.S. Regional Map
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 10 minutes
Teacher demonstration at the computer: 20 minutes
Student pairs at their desks: 10-15 minutes each pair
Student pairs at the computer: 15 minutes each pair
Class discussion after the activity: 20 minutes

Teacher Preparation

Read the Who Represents Us handout. Duplicate enough copies for the class.

Post a copy of the U.S. Regional Map in the classroom, or duplicate enough copies to hand out. This map shows the four regions which correspond to the four Representatives data-base files.

Make a copy of the Representatives data disk for each computer.

Instruction

If your students are not familiar with the *AppleWorks* data bases, assign them to work in pairs on AIMs 1 through 8 before starting this activity.

Explain the objectives of the activity to the class. By looking at characteristics of representatives from their own state as well as other states, students will develop a better understanding of our government, and who speaks for us in Congress.

Explain that there are four Representatives data-base files, corresponding to the four regions of the U.S. (East, South, Midwest, and West). Point out these regions on the U.S. Regional Map.

Demonstrate how to use the Representatives data-base files. Display a sample record from one of the Representatives data-base files on the screen. Explain the data categories (e.g., "District," "Elected," and "Committees"). Discuss the abbreviations used in the data bases (on pages 18-20 in the Teaching Guide), and how they will be used in setting up selection rules to find particular representatives.

Work through a sample question on the Who Represents Us worksheet, and invite the students to suggest ways to answer it. For example: How many representatives does your state have in the House? Show students how to load the file for their region onto the Desktop and then demonstrate how to select records that would answer this question. Explain the method you use (press Apple-R, then specify State *equals* the two-letter abbreviation for your state).

Work through a more complex problem with the class, such as the study of occupations (Problem C on the worksheet). With the Occupation category visible on the screen in multiple-record layout, browse through the occupations to see how they are listed. (See AIM 20, which explains how to change the data-base layout so that more of the category is visible on the screen.) Ask the students to predict the most common occupation of representatives from their region. Then change the selection rules to see how many records actually contain that occupation. Point out possible synonyms (e.g., rancher, farmer, grower). Show students the Occupation report format. They can use this report format to print out selected records containing a particular occupation.

Discuss with the class the significance of data categories such as "Committees" and "Elected." (The person who was elected first has the most *seniority*. The seniority of the representative affects his or her position on committees.) If appropriate for your class, discuss the key role of committee chairmen in controlling which proposed legislation receives attention. You can print out the Committees.Rep file for use as an optional handout.

Distribute the Who Represents Us worksheet.

Explain to the students that they will work in pairs. Each pair of students should choose one or more problems from the worksheet. Student pairs will have a limited amount of time on the computer (about fifteen minutes). Therefore, they should plan their research carefully before going to the computer. If a printer is available, they can use the stored report formats to print the data they have obtained. If not, one partner can handwrite the answers on their worksheet.

Go over the answers to the questions on the Who Represents Us worksheet. Have students discuss their sources of information. What kind of information was available about the representatives in their textbooks? In the data-base files? How did they select and arrange the data to get their answers? What other information would they want to know about the U.S. Representatives? Where could they find this information?

Evaluation Suggestions for This Activity

Students should be able to answer some of the questions within the time allotted. Evaluate their use of selection rules, arrangements (sorting), and stored report formats. Interpretations and conclusions should be supported with appropriate data from the Representatives data-base files. Students not yet proficient with *AppleWorks* may need extra time to practice and complete the questions.

Tailoring the Activity for Your Class

You can modify the Who Represents Us worksheet by changing the vocabulary, or deleting or adding questions. For instance, you can challenge your students by posing more difficult questions, such as "How many representatives were elected before the age of 40?" Make these changes to the WhoRepresentsUs word-processor file on Side 2 of the Senators data disk.

Students can also create their own questions about the representatives and then search for the answers in the four Representatives data-base files.

ACTIVITY 4: RUNNING FOR CONGRESS

Objectives

- Examine the personal and political background of a local representative.
- Note how the background of a local representative resembles or differs from the House of Representatives as a whole.
- Investigate the demographic profile of a local representative's constituency.
- Use information drawn from the data to formulate and support a plan for getting elected as a representative.
- Analyze information from *AppleWorks* data bases and other sources.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Representatives data disk containing the four Representatives data-base files
- Demographic profile of the constituency of a local representative
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 20 minutes
Student pairs at their desks: 10-15 minutes
Student pairs at the computer: 15 minutes each pair
Class discussion after the activity: 20 minutes

Teacher Preparation

Contact the office of your local representative for demographic information on the people he or she represents. You may also want to request information on issues of concern to the representative's constituency.

Review the information students researched on representatives in Activity 3.

Review the stored report formats provided with the Representatives data bases.

Instruction

Explain the objectives of the activity to the class. Students should imagine they are running in their district for a seat in the House of Representatives, and plan a personal and political life path leading to their election.

As they formulate their plans, students will examine the background of the representative from their district. They will also look at the demographic profile of his constituency.

Review with your students what they learned about the composition of the House of Representatives in Activity 3. They may have noticed general trends or patterns in the personal and political backgrounds of representatives. For instance, many representatives have similar educational or occupational backgrounds. But there are also exceptions to these patterns. What might account for these exceptions? How does their representative resemble or differ from the rest of the House in terms of background?

Discuss the concept of representation and how people choose who represents them. What personal characteristics and political beliefs would make a candidate appealing to his constituency? How closely should a candidate's background match the characteristics of his constituency?

Working in pairs, students will plan a lifestyle and career path that will prepare them to represent the people in their district. What kind of education will they need? At what age might they plan on running for office? What occupation would they seek? With which political party would they want to become affiliated? What issues might be important to the people in their district? Where will students stand on these issues in their campaigns?

Distribute the information provided by your local representative. Students will use this data as well as the information in the Representatives data bases.

Students should plan their research carefully before going to the computer. They should be able to support their plan to run for Congress with the data. If a printer is available, they can print out single records or use the stored report formats from the Representatives data bases.

At the end of the activity, go over the personal and political paths each student pair chose to prepare them for election as a representative in their district. Discuss the data and supporting arguments they used to formulate their plans. How did they select and arrange the Representatives data? What other sources of information did they use?

Evaluation Suggestions for This Activity

Evaluate the plans formulated by each student pair. Assess their use of the data to support their conclusions. Evaluate students' use of selection rules, arrangements, and stored report formats in analyzing the data.

Tailoring the Activity for Your Class

You may want to request information from several local representatives and have students compare representatives and their constituencies.

You can hold a mock election in which students establish the characteristics of the candidates and their constituency, and the issues on which the campaigns are based.

You may want to invite a local representative to visit your class. Have students prepare questions they want to ask the representative.

ACTIVITY 1: GETTING BACKGROUND ON AN ISSUE

Objectives

- Become familiar with the background on issues to be discussed in this series of activities.
- Learn about available sources of information on issues before Congress.
- Use a Congressional Research Service Issue Brief.

Materials

- Student Handouts: Legislative Process Agenda, Issue Brief on Gun Control
- (Optional) Agenda file, Senators data disk, Side 2 (to modify the Legislative Process Agenda); Issue Brief file, Senators data disk, Side 2 (to modify the Issue Brief handout)

Time Estimates

Teacher preparation before class: 10 minutes
Teacher presentation of the Issue Brief: 15 minutes
Small group discussion of the Issue Brief: 15 minutes
Large group discussion of major points: 10 minutes

Teacher Preparation

Review the Legislative Process Agenda and the Issue Brief on Gun Control. Duplicate enough copies for your class.

Instruction

Distribute the Legislative Process Agenda.

The Legislative Process Agenda explains what students will do throughout the activities in Unit 2. Review the Agenda to focus students' attention on the direction of the unit. In this unit, students discover how the Senate and House of Representatives pass legislation. They learn about the process of making laws, and discover the kinds of arguments presented on an issue to persuade senators and representatives to vote in a certain way.

Discuss how Congress makes laws by passing legislation. Bills are sponsored by different senators and representatives and are brought up for discussion in the appropriate committees. If passed by the committee, bills are debated on the floor of the Senate or House.

The issue discussed in this unit is gun control. The Second Amendment to the Constitution states, "A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." Congress has the power to make laws related to this right.

How do we and the members of Congress learn about issues debated in Congress? The Congressional Research Service is a branch of Congress that provides timely research on many issues, ranging from tomato farming to nuclear weapons. Government researchers provide issue briefs that summarize an issue, describing the background and policy choices, statistics, federal law, and the range of legislative proposals. Issue briefs are circulated to the members of Congress and their staffs upon request. They are also provided to constituents. Students can write to their senators or representatives to request a copy of an issue brief on any topic. This will help them understand the issue to be discussed.

To focus on the issue of gun control, students begin with an examination of an issue brief in modified form. Distribute the Issue Brief handout for students to read.

Divide the class into small groups to highlight or underline the main ideas in the Issue Brief and discuss the questions that follow it. Explain that students will examine these questions more closely in this unit.

Conduct a large group discussion summarizing the major issues, and identifying the conflicting positions on gun control.

Evaluation Suggestions for This Activity

Evaluate the student groups on their ability to summarize the issues and demonstrate their familiarity with the statistics, background, and federal law. Key points to be understood before beginning the next activity include:

- What does the Constitution state about guns?
- What are the views of the proponents and opponents of gun control?
- What is the federal law concerning gun control (prior to passage of S. 49)?

Tailoring the Activity for Your Class

You can tailor the Legislative Process Agenda to your class and schedule. For example, you can add more specific instructions for your students, or shorten the unit by deleting some activities. Make your changes to the Agenda word-processor file on Side 2 of the Senators data disk. Then print and duplicate the revised Agenda.

You can also revise the Issue Brief handout by adding additional research questions or a homework assignment. Make these changes to the Issue Brief word-processor file on Side 2 of the Senators data disk. Then print and duplicate the revised Issue Brief.

ACTIVITY 2: JOINING A POLICY ANALYSIS TEAM

Objectives

- Learn about team roles and join a Policy Analysis Team.
- Become familiar with the Case Study on Gun Control.
- Find, update, and print out the Policy Analysis word-processor file.
- Work with AIMs 9 through 16 to learn the basic *AppleWorks* word-processor skills needed for this activity.
- Work with AIMs 17 through 23 to learn the advanced *AppleWorks* skills needed in Unit 2.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Legislative Process data disk, Side 2, containing the Policy Analysis file, for each Policy Analysis Team
- (Optional) Team data disks for each Policy Analysis Team
- Student Handouts: Case Study on Gun Control, Policy Analysis Summary
- File folders for each Policy Analysis Team
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 60 minutes
Teacher presentation of the scope of the activity: 10 minutes
Student teams at the computer: 10 minutes
Student teams selecting roles and discussing the case study: 25 minutes

Teacher Preparation

If you have not already done so, duplicate copies of the AIMs and the Mini-reference Guide for each computer.

In Unit 2, certain activities require more advanced *AppleWorks* skills than those covered in Unit 1. Read the Advanced *AppleWorks* Functions, AIMs 17 through 23. Students choosing roles as Information Managers, Editors, and Public Affairs Officials should practice the AIMs that correspond to these roles before completing this activity.

Read the Case Study on Gun Control.

Examine the Policy Analysis word-processor file so you know what each team will be responsible for submitting at the end of the unit.

Create team folders for each Policy Analysis Team. Mark them with appropriate team names and numbers.

Work with the Information Managers to devise a computer schedule that will accommodate the Policy Analysis Teams.

Instruction

If your students are not familiar with the *AppleWorks* word processor, ask them to review AIMs 9 through 16 before they start this activity.

Explain the objectives of the activity to the class.

Distribute the Case Study on Gun Control and the Policy Analysis Summary to the class.

Explain that in this unit students will work together in Policy Analysis Teams. Each team will prepare a position paper on the topic, "What legislation should be passed related to gun control and the rights to keep and bear arms?" To develop this paper, each team will:

a. Identify the issues in the Case Study on Gun Control.

b. Analyze and research the issues raised by the case study using various documents on the Legislative Process data disk. These documents include previous legislation, congressional testimony, and newspaper editorials.

c. Formulate a team position on the issue.

d. Locate, organize, and evaluate printed and electronic information that supports the team's position.

Divide the class into Policy Analysis Teams of five or six students. Assign each team a number.

Give each team a folder and a copy of the Legislative Process data disk.

The Policy Analysis Team roles are described on page 21. Describe these roles to the students and answer any questions about them. Have each team member select a role. There can be more than one Researcher on each team.

Explain the schedule for computer use.

The Information Manager for each team will help the team locate the Policy Analysis word-processor file. Each Policy Analysis Team will complete Items A and B in the Policy Analysis Summary by filling in the team name and number, and the name of the team members, and writing a statement of the case. Students should save their team's Policy Analysis Summary to a data disk, and then print out a copy of the file.

Each Team Leader should ask the teacher to duplicate enough copies of the team's Policy Analysis Summary for their team.

Have team members complete the advanced AIMs related to their roles before moving on to the next activity.

Policy Analysis Team Roles

The Policy Analysis Team roles are described below.

Team Leader

Provides direction for the team on the purpose of the activity. Communicates with the teacher on behalf of the team. Assists the team by establishing deadlines and promoting cooperation among team members.

Information Manager

Develops expertise in using *AppleWorks*. Assists team members in loading, searching, and printing files. Manages the disks for the team. Troubleshoots problems with the computer equipment. Discusses technical questions and problems with the teacher. Schedules computer time for the Policy Analysis Team.

Researcher(s)

Make(s) sure appropriate documents are being used. Examine(s) the quality of the arguments and policy statements for accuracy and consistency. Check(s) the references and citations for accuracy. Use(s) materials in the Classroom Print Resource Center, as well as the school or public library. May also identify community resource experts, such as local law enforcement officials, to provide necessary assistance.

Public Affairs Official

Issues policy statements about the work of the group. Takes notes on team discussions and circulates them to the team. Establishes relationships with school officials, student government officials, school press, and community groups. Works with the teacher to organize a classroom debate on gun control (optional).

Editor

Makes sure the team's Policy Analysis Summary is complete, and the position paper is organized and well written. Edits the paper to ensure that the major points are communicated clearly and effectively. Receives all draft materials from the other team members. Works with the Team Leader to monitor deadlines.

Evaluation Suggestions for This Activity

In this activity, students learn about the Policy Analysis Team roles, select suitable roles to play, and work with their teams to summarize the case study. Observe and evaluate students as they define their own roles in working with the team, help make rules and guidelines for group work, and assist in setting goals for the team. Evaluate Items A and B in each team's Policy Analysis Summary.

Tailoring the Activity for Your Class

Use *AppleWorks* to make changes to the case study as needed for your class. Use the Case Study word-processor file on Side 2 of the Senators data disk. For example, you may want to change or add to the research questions, or include a homework assignment. Print the revised case study and duplicate copies for your class.

Student teams can write information on the Policy Analysis Summary handout, and update the word-processor file during their scheduled computer time.

You may want to take advantage of computers in students' homes, or in the computer lab, as you create your computer schedule.

ACTIVITY 3: EVALUATING TWO RESOURCE DOCUMENTS

Objectives

- Learn about S. 49, the Firearms Owners Protection Act.
- Identify interest groups and their perspectives on the issue of gun control.
- Read and critically analyze two resource documents.
- Have the Information Managers, Editors, and Public Affairs Officials complete AIMs 17 through 23.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Legislative Process data disk, Side 2, containing the S. 49 and Policy Analysis files for each Policy Analysis Team; (Optional: Firearms in US data-base file)
- Student Handouts: Gun Law Failures, Statement from Mrs. Schroeder, Analyzing Position Statements
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 20 minutes
Teacher lecture and class discussion: 20 minutes
Policy Analysis Teams at their desks: 20 minutes
Policy Analysis Teams at the computer: 10 minutes

Teacher Preparation

Review the proposed legislation in the S. 49 word-processor file on Side 2 of the Legislative Process data disk.

Examine the student handouts for this lesson. Make copies of the handouts for your students.

Instruction

Present the main points of S. 49, or ask students to summarize it.

If your students are not familiar with *AppleWorks* word-processor functions, they should review AIMs 9 through 16 before they start this activity.

Explain that senators are often influenced by interest groups, which lobby legislators to support the position of their members. Interest groups often conflict with each other. In this lesson, students compare and contrast two documents that present information about gun control: Gun Law Failures and the Statement from Mrs. Schroeder.

Give each team a copy of the two documents to be analyzed. Distribute the Analyzing Position Statements handout, and discuss the questions it asks about the two documents. If your students have not had practice in some of the critical thinking skills listed, you may need to point out examples for them in the documents.

Have each team answer the questions on the Analyzing Position Statements handout.

If time permits, introduce the Firearms in US data-base file. Explain how students can use this file to check the accuracy of the statistics quoted in the documents they are analyzing.

Assist the students as they analyze the two documents.

After they have analyzed the two documents, student teams should formulate three or four questions to research that will help them take a position on S. 49. These questions should be listed under Item C of the Policy Analysis Summary.

Evaluation Suggestions for This Activity

Evaluate students on their analysis and comparison of the two resource documents. Check the questions they will research on gun control, listed in Item C of the Policy Analysis Summary.

Tailoring the Activity for Your Class

You may wish to select other word-processor documents for students to analyze. You may need to tailor the list of critical thinking questions on the handout to suit your students' experience in this task. What are the most important questions they think should be addressed in the S. 49 debates? Make your changes to the AnalyzePosition word-processor file on Side 2 of the Senators data disk. Print out the revised handout.

ACTIVITY 4: IDENTIFYING RESOURCES

Objectives

- Assess the relevance of resource documents to an issue.
- Extract relevant facts and ideas from documents and a data base.
- Become familiar with the Documents data-base file.
- Identify key words to use in searching the Documents data-base file.
- Review AIMs 1 through 16 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Legislative Process data disk, Side 2, containing the Policy Analysis file; and Side 1, containing the Documents file, for each Policy Analysis Team
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 20 minutes
Teacher demonstration at the computer: 20 minutes
Policy Analysis Teams at the computer: 10 minutes
Policy Analysis Teams at their desks: 20 minutes

Teacher Preparation

Examine the Documents data-base file to prepare for your class demonstration. Practice changing a data-base layout and copying text from one word-processor file to another (see AIMs 20 and 21).

Three resources listed in the documents data base are not available as word-processor files. You may want to look them up in the library and add them to your Classroom Print Resource Center or distribute them to student teams. The articles are:

The Cops vs. the Big Guns, The New York Times (editorial), April 12, 1986.

Making Sense of Gun Control, The New York Times (editorial), July 9, 1985.

How to Deter Future Hinckleys, The New York Times (editorial), November 8, 1985.

Develop a computer schedule for the Policy Analysis Teams.

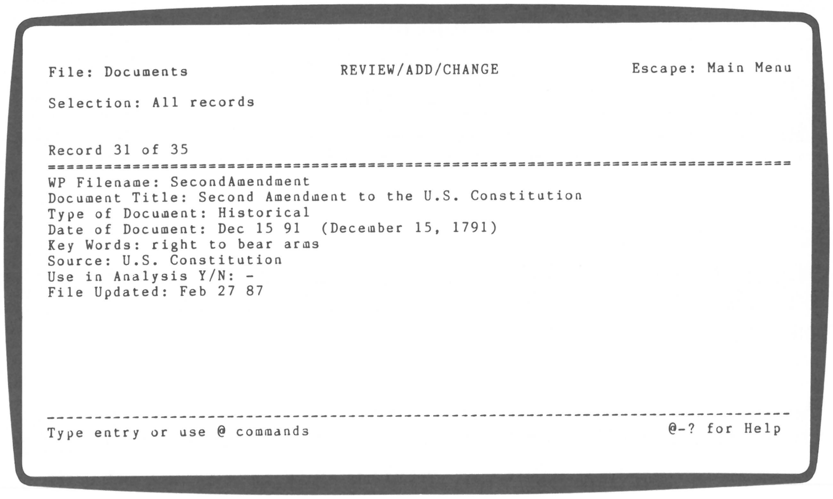
Instruction

Explain that the Documents data base is an index of the resource documents on gun control.

If your students need practice working with *AppleWorks* data-base and word-processor files, assign them to work in pairs on AIMs 1 through 16 prior to beginning this activity. Have the team Information Managers complete the advanced AIMs before beginning this activity.

Throughout the debates on S. 49, there are arguments for and against gun control. The legislator must decide what the balance should be between an individual's right to bear arms, and society's responsibility to maintain peace and safety. In the next activity, each Policy Analysis Team will develop a position paper on this decision. All of the research efforts from this and previous activities will help the teams write their papers.

Load the Documents data-base file onto the Desktop and demonstrate how to select all the records in the file. Explain multiple- and single-record layouts, and how to switch back and forth between them. Figure 8 shows a record for the Second Amendment to the Constitution in single-record layout. In this layout, students can see when the Second Amendment was put into effect.



```
File: Documents                REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records


Record 31 of 35
===============================================================================
WP Filename: SecondAmendment
Document Title: Second Amendment to the U.S. Constitution
Type of Document: Historical
Date of Document: Dec 15 91  (December 15, 1791)
Key Words: right to bear arms
Source: U.S. Constitution
Use in Analysis Y/N: -
File Updated: Feb 27 87



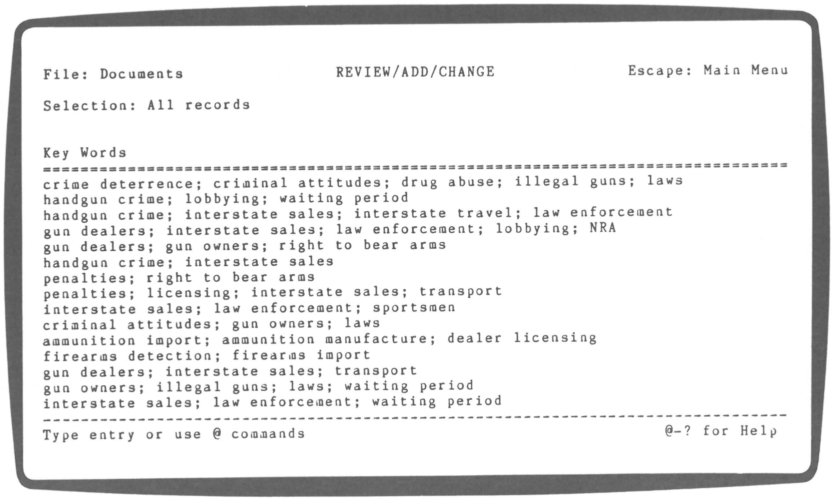




-------------------------------------------------------------------------------
Type entry or use @ commands                                       @-? for Help
```

Figure 8

With the Documents data-base file on the screen in multiple-record layout, show students how to use Apple-L to change the layout. Change the layout so that only the Key Words category is visible on the screen. Use the Down Arrow key to move through all the key words in the file. Figure 9 is a screen showing the key words contained in the Documents data-base file.



```
File: Documents                REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records

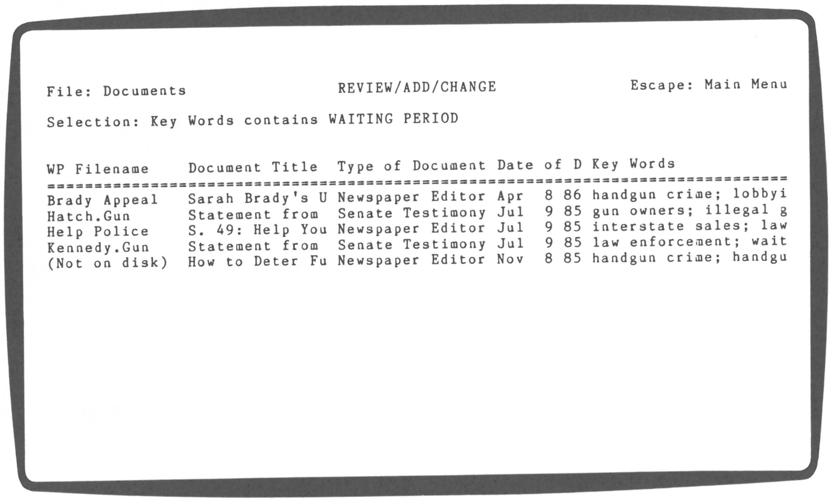

Key Words
===============================================================================
crime deterrence; criminal attitudes; drug abuse; illegal guns; laws
handgun crime; lobbying; waiting period
handgun crime; interstate sales; interstate travel; law enforcement
gun dealers; interstate sales; law enforcement; lobbying; NRA
gun dealers; gun owners; right to bear arms
handgun crime; interstate sales
penalties; right to bear arms
penalties; licensing; interstate sales; transport
interstate sales; law enforcement; sportsmen
criminal attitudes; gun owners; laws
ammunition import; ammunition manufacture; dealer licensing
firearms detection; firearms import
gun dealers; interstate sales; transport
gun owners; illegal guns; laws; waiting period
interstate sales; law enforcement; waiting period
-------------------------------------------------------------------------------
Type entry or use @ commands                                       @-? for Help
```

Figure 9

Discuss the types of key words in the file and how to use them to search the Documents data base. For example, groups in favor of more gun control tend to use terms such as "handgun crime," and are interested in enforcing "waiting periods." Those who oppose gun control tend to talk about the "right to bear arms," and are interested in the rights of gun owners and dealers.

Demonstrate to the class how to position the cursor on a particular record. Press Apple-Z to zoom to single-record layout to see the entire record.

Show students how to make a list of all the documents containing the key words "waiting period." Press Apple-R and then specify: Key Words *contains* waiting period. Figure 10 shows the files that contain the key words "waiting period."



```
File: Documents              REVIEW/ADD/CHANGE             Escape: Main Menu

Selection: Key Words contains WAITING PERIOD


WP Filename     Document Title  Type of Document Date of D Key Words
=============================================================================
Brady Appeal    Sarah Brady's U Newspaper Editor Apr  8 86 handgun crime; lobbyi
Hatch.Gun       Statement from  Senate Testimony Jul  9 85 gun owners; illegal g
Help Police     S. 49: Help You Newspaper Editor Jul  9 85 interstate sales; law
Kennedy.Gun     Statement from  Senate Testimony Jul  9 85 law enforcement; wait
(Not on disk)   How to Deter Fu Newspaper Editor Nov  8 85 handgun crime; handgu
```

Figure 10

Then show the students how to load one of these word-processor files onto the Desktop, and how to print it.

Guide students in the process of analyzing a document once it is retrieved and printed. For example, if the word-processor file Brady Appeal is selected, what guidelines can be used to analyze the document?

- Does the document relate to S. 49, the bill at issue? Does the document tend to support the position of the National Rifle Association, law enforcement groups, or Handgun Control, Inc.? What words or phrases in the document illustrate this?
- Who wrote this document? How might this document influence senatorial opinions on the issue?

Demonstrate to students how to choose a sentence or phrase in the word-processor document that provides support or evidence for their position. Use the Clipboard to copy that sentence or phrase to Item E in the Policy Analysis Summary.

Explain the schedule for computer use.

While they are waiting for time on the computer, have students meet with their teams to work on their Policy Analysis Summaries using print resource materials. Students can write information on a printout of the Policy Analysis Summary. Then, when time is available on the computer, they can add the information to their team's Policy Analysis word-processor file.

Students should begin to fill in Items D, E, and F in the Policy Analysis Summary. Remind them to save and print an update of their team's Policy Analysis file.

Evaluation Suggestions for This Activity

Evaluate students on their use of key words when searching the Documents data base for appropriate documents. Examine Items D, E, and F in the Policy Analysis Summary for key words and documents the teams are using in developing their positions.

Tailoring the Activity for Your Class

You may want to expand the exercise of selecting key words to search for documents. With which key words or phrases are the students familiar? Have the students identify unfamiliar key words. Time permitting, you may want to introduce two additional resources—the World Law word-processor file and the Firearms in US data-base file.

ACTIVITY 5: TAKING A STAND

Objectives

- Examine aspects of the process by which a bill is considered in Congress.
- Organize key ideas related to a topic.
- Evaluate sources of information—the Constitution, legislation, interest group opinions, editorials, congressional statements, and statistical data.
- Determine whether information is pertinent to the topic.
- Extract relevant facts and ideas from a word-processor or data-base file.
- Write a position paper.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Legislative Process data disk for each Policy Analysis Team
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 25 minutes
Teacher demonstration at the computer: 20 minutes
Policy Analysis Teams at the computer: 30 minutes
Policy Analysis Teams at their desks: 30 minutes

Teacher Preparation

This activity will take more than one class day to complete.

Practice copying records from a data-base to a word-processor file. (Refer to AIMs 21 and 22.) Review the word-processor printer options explained in AIM 18.

Develop a computer schedule for Policy Analysis Teams.

Instruction

Explain the objectives of the activity to the class.

Describe the process senators use to analyze a proposed piece of legislation. For example, senators look at what the present law states. They listen to testimony on the issue from their colleagues in the House and Senate. They have access to statistical information prepared by government agencies. They also receive information from interest groups such as Handgun Control, Inc. and the National Rifle Association. Another source of information is newspaper editorials. These sources help senators decide what position to take on an issue.

Review the types of documents listed in the Documents data-base file. Discuss the word-processor files containing these documents, and the strategies students can use to evaluate them. Compare and contrast opinions from interest groups. Point out the difference in the documents between House and Senate debates.

Explain the assignment of writing a team position paper that will influence congressional opinion and votes on pending legislation.

As they write their position papers, teams will use documents on the Legislative Process data disk to support their ideas. Show the students how to use the Documents data-base file, to keep track of the documents they have analyzed. To do this, zoom to single-record layout and enter a **Y** (Yes) or **N** (No) in the "Use In Analysis" category.

If you have not done so, show students the Firearms in US data-base file. They may find statistics in this file that are useful in supporting their position on gun control.

Explain the schedule for computer use.

Help student teams organize and use the information in their Policy Analysis Summaries to formulate a position on gun control. Have them write down their position in Item E of the summary, if they haven't already done so. Then assist them with the search for documents to support their position. Have them list the supporting documents they used in Item F. Help students write their position papers using Item G of the summary as an outline. It will probably take several days to complete this assignment.

Evaluation Suggestions for This Activity

Evaluate the completed Policy Analysis Summaries and the team position papers.

For example:

- Does the team use relevant arguments and data to support their position?
- Are their arguments logically consistent?
- Do they take advantage of the available documents and data?
- Do they reference the sources of their information?

Tailoring the Activity for Your Class

You might distribute the position papers and invite the teams to discuss each other's papers.

ACTIVITY 6: CONDUCTING AN OPINION POLL

Objectives

- Design and conduct an opinion poll about gun control.
- Use a data base to enter and analyze the poll responses.
- Critique the process used to design, conduct, and evaluate the results of the poll.
- Write a report on the results of the poll, and decide where to send the report.
- Review AIM 23 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks for each computer
- Legislative Process data disk, Side 2, containing the Opinion Poll and Poll Responses files; (Optional: team data disk)
- Student Handout: Gun Control Opinion Poll
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 20 minutes
Teacher demonstration at the computer: 10 minutes
Teams working together at their desks: 35 minutes
Teams designing poll at the computer: 15 minutes
Teams entering and analyzing poll responses: 30 minutes
Administering the opinion poll (outside of class): 30 minutes

Teacher Preparation

Review the Policy Analysis Summaries prepared by students in Activity 5. Generate a list of possible items to include in an opinion poll. Examine the Opinion Poll and Poll Responses files.

Make copies of the Gun Control Opinion Poll handout. Review AIM 23.

Instruction

This activity will take two class periods and some time outside of class to administer the poll.

Your students should already have practiced working with *AppleWorks* word-processor and data-base files. In this activity, your students will use AIM 23 to learn how to design a poll and enter and tabulate results in a data-base file.

Explain the objectives of the activity to the students. Discuss the role of public opinion polls in influencing legislation.

Distribute the Gun Control Opinion Poll handout.

Each Policy Analysis Team will design a poll to survey opinions on gun control. In carrying out this activity, student teams will perform the following tasks, which are explained in detail in AIM 23:

- Develop five questions with "agree," "disagree," and "no opinion" as reponses. The sample questions in the Opinion Poll word-processor file can be used as a guide.
- Decide on the polling sample (for example, grade levels at their school, students at neighboring elementary or junior high schools, or parents).
- Type the poll on the *AppleWorks* word processor.
- Submit the poll to the teacher to review for accuracy and clarity.
- Make copies of the poll and distribute them to the selected sample.
- Tally the results of the poll. The Poll Responses data-base file can be used to enter and analyze the data.
- Analyze the poll results and identify differences in opinion according to age, grade level, and sex.
- Critique the process used to design, conduct, and analyze the results of the poll. Identify changes students might have made in the demographic and opinion questions they asked, or in how they conducted the poll.
- Write up the results of the poll and present them to the class or school via a bulletin board display or the school newspaper.
- (Optional) Update the Policy Analysis Summary with the poll results.

Evaluation Suggestions for This Activity

Student work can be evaluated according to the quality of the polls they designed, their analysis of the results, and their suggestions for improving the poll.

Tailoring the Activity for Your Class

Rather than each Policy Analysis Team creating its own poll, the class can design and administer the poll together. You may also want to survey several different groups—i.e., parents, teachers, and students—and compare the results.

ACTIVITY 7: LOBBYING

Objectives

- Identify an interest group or legislator to write to about the team's position on gun control.
- Write a cover letter, and send it to the interest group or legislator with the position paper.
- Review AIMs 9 through 22 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks for the teacher's computer demonstration
- Legislative Process data disk, Side 2, containing the Interest Groups file (Optional: Senators and Representatives data disks, containing the Senators and Representatives files)
- AIMs and Mini-reference Guide at each computer
- Envelopes

Time Estimates

Teacher preparation before class: 10 minutes
Teams working together at their desks: 20 minutes
Teams working together at the computer: 20 minutes
Teacher discussion after the activity: 10 minutes

Teacher Preparation

Review the format for writing letters.

Review the *AppleWorks* word-processor commands.

Instruction

Explain the objectives of the activity to the class.

Describe the role of lobbying groups in Congress. Ask students to recall the lobbying groups that appeared to influence Congress during debates on S. 49. Discuss how to select an interest group to send their position paper to. Refer to the Interest Groups word-processor file on the Legislative Process data disk. For example, if the team's position on gun control is for stricter laws and enforcement, would it be better to communicate with the National Rifle Association or Handgun Control, Inc.? What strategies can they use to decide on other interest groups or political organizations to contact? Students should consider the congressional testimony and other information they have read. Which interest groups are most influential? Do students want to include data-base information that would support or refute a position on the issue? If so, refer them to AIM 22 to learn how to copy information from a data-base file to a word-processor file.

Have the Policy Analysis Teams draft a short letter to the interest group. Then have the student teams send the letter with a copy of their position paper to the appropriate group. They may also want to send copies of the letter to their legislators.

Provide each team with time at the computer to:

- Choose an interest group from the Interest Groups word-processor file.
- Get the address from the Interest Groups word-processor file.
- Write and edit their letter.
- Print the letter and the position paper.

Have students proofread the printed copy of their letters for spelling or grammatical errors. Students should print two copies of their final letters. One copy should be mailed, and the other kept by the team.

If time permits, students can search the Senators and Representatives data-base files to find legislators with whom to communicate their opinions. For instance, students may choose senators on the Judiciary Committee, which has jurisdiction over the issue of gun control. Or, they may want to target senators or representatives from the same state or region of the country. Students may use the Committes.Rep and Committees.Sen files to identify committees relevant to the issue they are addressing.

Evaluation Suggestions for This Activity

Evaluate the effectiveness of each team's cover letter in introducing their position paper to the interest group or individual.

Evaluate each team's use of the data bases in identifying which senators and representatives to influence.

Tailoring the Activity for Your Class

Students may need additional time to learn how to enhance their word-processor files. If so, give them time to practice with AIMs 17, 18, and 21 before beginning this activity.

ACTIVITY 8: LOOKING AT HOW CONGRESS VOTED

Objectives

- Become familiar with some aspects of the legislative process by examining votes and compromises on amendments and motions to table amendments.
- Recognize that we can hold legislators accountable for their performance, by examining how they vote on an issue.
- Analyze voting patterns on a sample issue among legislators from different political parties and regions of the country.
- Identify positions taken by the students' representatives and senators on a sample issue.
- Compare how the students' legislators voted to how the students would vote on the gun control issue.
- Review AIMs 1 through 8 to learn the *AppleWorks* skills needed for this activity.

Materials

- *AppleWorks* Startup and Program disks at each computer
- Legislative Process data disk, Side 2, containing the How Sen Voted and How Reps Voted data-base files
- Student Handout: How Congress Voted
- AIMs and Mini-reference Guide at each computer

Time Estimates

Teacher preparation before class: 10 minutes
Teacher demonstration at the computer: 10 minutes
Teams working together at their desks: 10 minutes
Teams working together at the computer: 10 to 20 minutes
Teacher discussion after the activity: 10 minutes

Teacher Preparation

Read the description of the How Sen Voted and How Reps Voted data-base files in the Teaching Guide.

Try one or two of the questions on the How Congress Voted worksheet using the How Sen Voted data-base file.

Make a copy of the How Congress Voted worksheet for each student team.

Instruction

By now, your students should be proficient in using *AppleWorks* data-base features. If they need more practice, they should review AIMs 1 through 8.

Have students report on any information they received on gun control issues from the senator they wrote to in Unit 1, Activity 2. Ask students whether they can tell from these statements what action the senator has taken in Congress regarding this issue.

Explain that it is possible to get detailed information on every recorded vote in Congress. The How Reps Voted and How Sen Voted data-base files are small files containing information on how Congress voted on the issue of gun control. These files were created from a much larger data base called How Congress Voted, developed by Bob Ziemer and Associates, which contains recorded votes on every issue for each legislator since 1975.

Demonstrate how to use the How Sen Voted data-base file on the computer. Discuss each of the vote categories shown, explaining the amendment process and the motion to table (kill) amendments. Remind students of their work with the word-processor file excerpts of the debates and discussions of these amendments in the Senate. If your state's senators were in office in 1985, examine their voting records with the class. Have students discuss their own positions on the issues in relation to how their senators voted.

Hand out the How Congress Voted worksheets to each team and review the assignment. Students waiting to use the computer can go over the questions and write down their votes on the amendments and motions to table amendments.

After students have completed the assignment, ask them to discuss their findings. Were they surprised at how their senators and representatives voted? Did legislators sometimes change their positions from one vote to another? What might be the reason for this?

Evaluation Suggestions for This Activity

Evaluate students' understanding of how citizens can judge the performance of their legislators by examining votes on key issues. Have students create a list of at least five issues they would use in evaluating whether their senators and representatives are representing their points of view.

Tailoring the Activity for Your Class

Invite the representative from your district to visit the class to discuss the rules and processes of amendments and voting in the House. Have students interview the representative about the issues they have been examining.

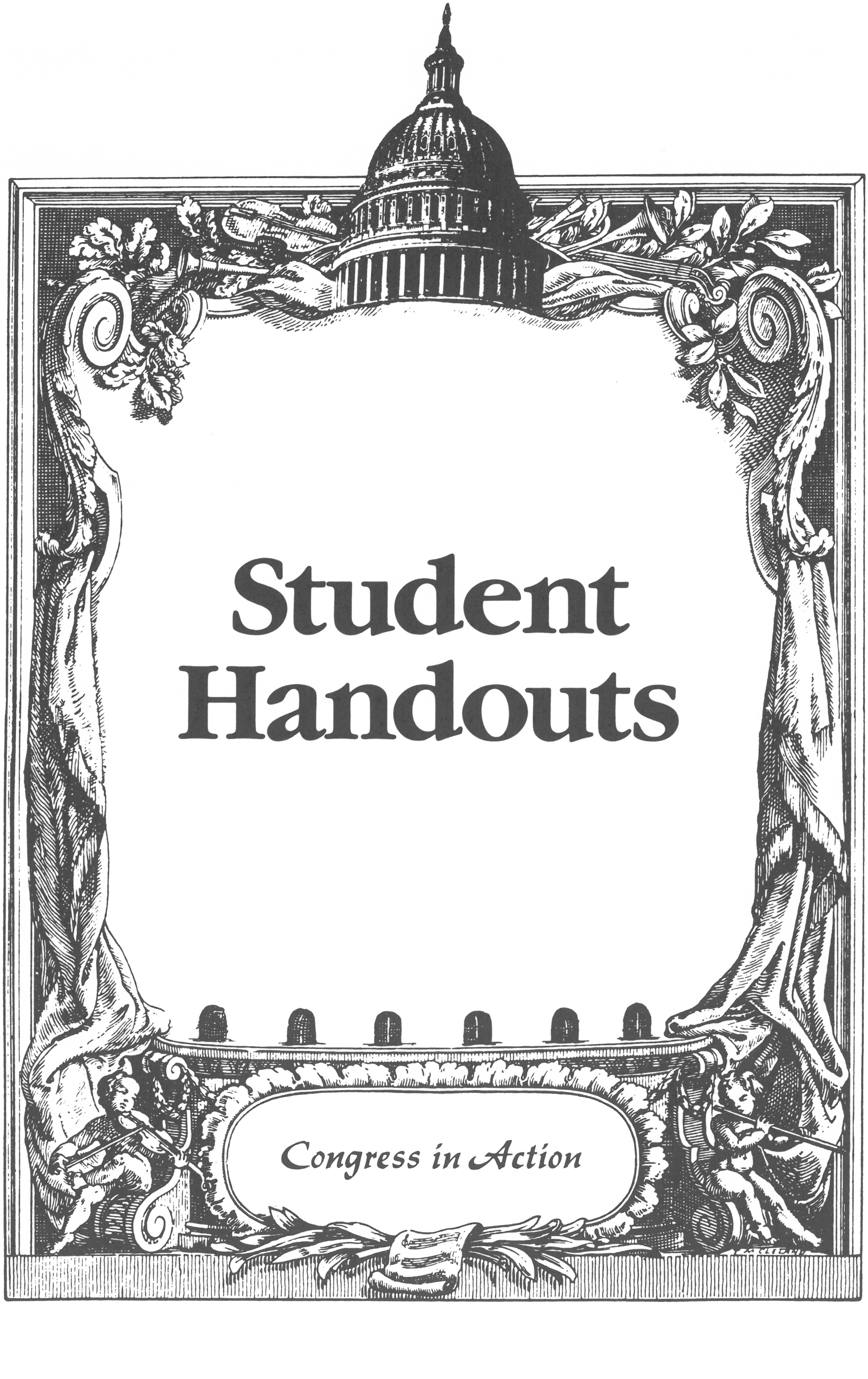
To follow up on this activity, students can use the program *Political Genie,* published by Boring Software Co., Boring, OR 97009. This program enables students to evaluate selected legislators' positions on 100 different issues, by comparing the legislators' votes to the students' votes on the issues.

ACTIVITY 9: OPTIONAL PROJECTS

Listed below are additional projects that can be used as follow-up activities for this unit. To complete them, your students will need the *AppleWorks* Startup and Program disks, plus copies of the appropriate Congress data disks.

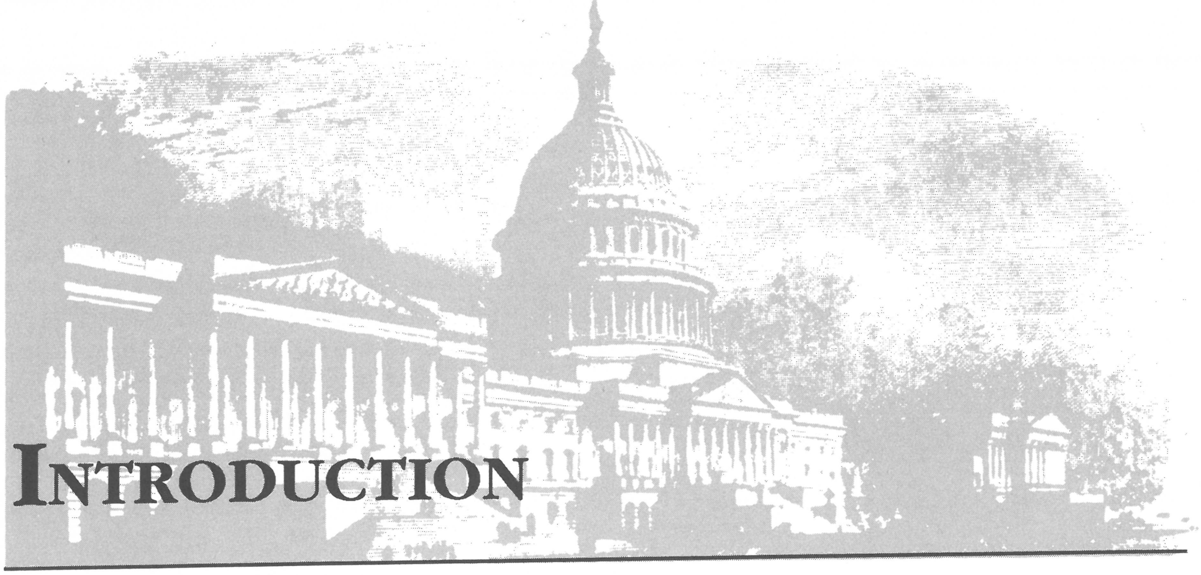
Suggested Projects

- Conduct a school debate on gun control. Have student teams present their opinions. Invite other classes to participate in the debate, and to ask relevant questions.
- Invite members of the local law enforcement community to share their opinions on the issue of gun control. Include police officers, representatives of victims' organizations, and members of the local bar association.
- Expand the Senators and Representatives data bases by selecting the legislators in your state or region, and keeping an account of their voting records on key issues.
- Keep a log of correspondence between your class and members of Congress and interest groups. Which members of Congress and which interest groups seem interested in the opinions of young adults? If students were to lobby a legislator on an important issue related to student rights, who would they select and why?
- Update the Documents data-base file with additional documents related to gun control.
- Update the Senators and Representatives data bases after an election.
- Have the class choose another important issue before Congress. Modify the activities in Unit 2 to address this issue.
- Create a Documents data-base file for an issue the class wants to study.



Student Handouts

Congress in Action



INTRODUCTION

This section contains the student handouts used in the activities for Units 1 and 2. These handouts also appear as word-processor files on the Congress data disks. If you wish to change a student handout to tailor it for your class, you can edit the appropriate word-processor file, and then print it out for class distribution. The student handouts are listed below by unit and activity.

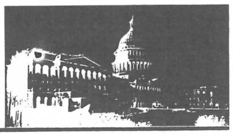
Unit 1 Handouts	Activity
Senator Scavenger Hunt	1
Letter Template	2
Who Represents Us	3
U.S. Regional Map	3

Unit 2 Handouts	Activity
Legislative Process Agenda	1
Issue Brief on Gun Control	1
Case Study on Gun Control	2
Policy Analysis Summary	2
Gun Law Failures	3
Statement from Mrs. Schroeder	3
Analyzing Position Statements	3
Gun Control Opinion Poll	6
How Congress Voted	8

Optional Handouts

Three optional handouts are provided as word-processor files on Side 2 of the Senators data disk. You can print out these files and distribute copies to your students. These files are described on page 7 of the Teaching Guide.

Bibliography
Committees.Sen
Committees.Rep



Senator Scavenger Hunt

Partner Names: ____________________

Directions

Use the Senators data-base file and other sources to answer the following questions. For each question, note how you arrived at your answer.

Example

Which senator was a basketball player prior to becoming a member of the Senate?

____

Method: Apple-R: Occupation *contains* Basketball

Questions

1. This senator is a Democrat. He serves on both the Appropriations and Armed Services Committees. Who is he? ____________________

   Method: ____________________

2. Senator ____________________ owned a plywood company before he was elected to the Senate. His colleague, ____________________ , owned a hardware company.

   Method: ____________________

3. This senator had one brother who was in the Senate, and one who was President. Like his brothers, this senator attended Harvard. Who is he? ____________________

   Method: ____________________

4. Name the senator who is a lawyer and a member of the clergy. ____________________ What is his religion? ____________________

   Method: ____________________

5. This senator has eight children and lives in New Mexico. Who is he? ____________________

   Method: ____________________

6. This senator is the senior ranking Republican on the Appropriations Committee. Who is he? ____________________

   Method: ____________________

7. This senator is a soft drink company executive. He also was an astronaut. Who is he? ____________________

   Method: ____

8. When he is not in Washington, you can find this senator at home in Miami Lakes, Florida. Who is he? ____________________

   Method: ____

9. This senator is from the same state as former President Jimmy Carter. He was a farmer. Who is he? ____________________

   Method: ____

10. You can find the name of this senator on many canned foods. He is from Pennsylvania, and was in the Air Force. Who is he? ____________________

    Method: ____

11. This senator is on the following committees: Environment and Public Works, Finance, Governmental Affairs, and Veterans' Affairs. He is a Democrat from Maine. Who is he? ____________________

    Method: ____

12. This senator is the senior ranking member of the Armed Services Committee. Who is he? ____________________

    Method: ____

13. This senator is Chairman of the Environment and Public Works Committee. Who is he? ____________________

    Method: ____

14. This is the oldest senator. Who is he? ____________________

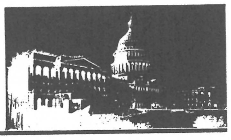
    Method: ____

15. Of the three youngest senators, this senator was the youngest when he was elected (in 1980). Who is he? ____________________

    Method: ____

16. This senator worked as a broadcasting executive and is one of the two female senators. Who is she? ____________________

    Method: ____



Letter Template

January 10, 1988

400 State Road
Danville, CA 94526

The Honorable ____________________
U.S. Senate
Washington, D.C. 20510

Dear Senator ______________________:

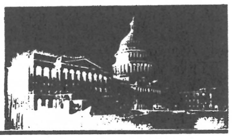
As one of your constituents, I am very interested in your position on handgun control.

Please send me any information your office has about this topic. I am also interested in your voting record on this issue. If you have sponsored legislation on gun control, please let me know. If you have voted on any bills related to this topic, please send me information about how you voted.

Thank you.

Sincerely,

Jane Smith



Who Represents Us?

Directions

1. Choose one of the following problems, and answer one or more questions using the four data-base files on the Representatives data disk.
2. Use this worksheet and the list of stored report formats on the following page to plan one or more methods for gathering and reporting the data you find.
3. Use *AppleWorks* and the Representatives data-base files to solve the problem. Handwrite or print out the data you collect.
4. Write a summary of the problem, the method you used to solve it, and your interpretation of the results.

Problems

A. Your State

Describe the representatives from your state. How many are there? What proportion are Democrats? What proportion are Republicans? Are they young or old? Are they men or women? Where did they go to college? Which of your state's representatives has the greatest seniority in the House? On which committees does he or she serve?

B. Your Region

Compare your state's representatives with those of other states in your region. Does your state have more or fewer representatives than nearby states? How does the ratio of Republicans to Democrats from your state compare to the ratio in nearby states? Are there any interesting differences between your state's representatives and representatives from other states in your region?

C. Occupations

What would you predict is the most common occupation for representatives from your region? How could you test your prediction?

Stored Report Formats

The following stored report formats have been provided for each of the four Representatives data bases. Listed below are the categories included in each report format. Select and arrange the data as indicated to solve the problems on page 1 of this handout.

Personal

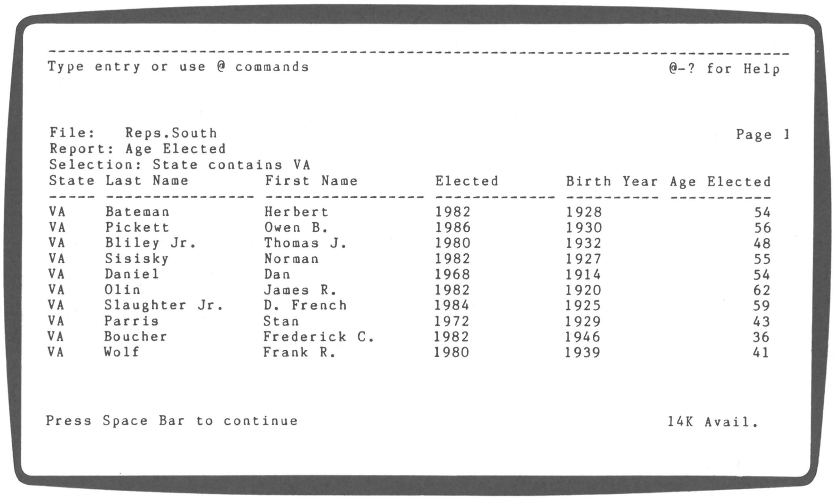
Shows State, Last Name, First Name, Birth Year, Home, Marital Status, Children, Sex, and Religion.

Use Apple-R to select the state you want. Use Apple-A to sort by category of interest. Print the report.

Age Elected

Shows State, Last Name, First Name, (year) Elected, Birth Year, and Age Elected. The Age Elected category calculates the age of the representatives when they were elected, by subtracting birth year from year first elected.

Use Apple-R to select the state(s) you are interested in. Use Apple-A to sort by Last Name or State. (You cannot sort on Age Elected because it is a calculated category.)



```
------------------------------------------------------------------------------
Type entry or use @ commands                                      @-? for Help


File:    Reps.South                                                     Page 1
Report: Age Elected
Selection: State contains VA
State Last Name        First Name        Elected       Birth Year Age Elected
----- ---------------- ----------------- ------------- ---------- -----------
VA    Bateman          Herbert           1982          1928                54
VA    Pickett          Owen B.           1986          1930                56
VA    Bliley Jr.       Thomas J.         1980          1932                48
VA    Sisisky          Norman            1982          1927                55
VA    Daniel           Dan               1968          1914                54
VA    Olin             James R.          1982          1920                62
VA    Slaughter Jr.    D. French         1984          1925                59
VA    Parris           Stan              1972          1929                43
VA    Boucher          Frederick C.      1982          1946                36
VA    Wolf             Frank R.          1980          1939                41


Press Space Bar to continue                                      14K Avail.
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Figure 11. Age Elected report format with Virginia records selected.

DemRep

Shows State, District, Party, Last Name, and (year) Elected. The Count category shows total number of Democrats or Republicans by state.

Use Apple-R to select the party you want (D for Democrat, R for Republican). Use Apple-A to sort by state. Print the report. Repeat for the other party.

Occupation

Shows State, Occupation, Last Name, District, Birth Year, and total number of representatives in each occupation (Count).

Use Apple-R to select the occupation(s) you are interested in. Use Apple-A to sort first by District then by State. Print the report. Repeat for other occupations of interest.

Religion

Shows State, Religion, Birth Year, and total number of representatives by religion (Count).

Use Apple-R to select the state(s) you are interested in. Use Apple-A to sort by Religion. Print the report.

Committees

Shows State, District, Last Name, Party, (year) Elected, Committees, and Chair Committees.

Use Apple-R to select the records desired. Use Apple-A to sort by State or (year) Elected. Print the report.

Partner Names:______________________________

Planning Your Research

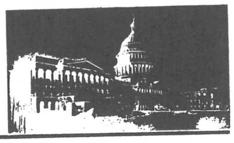
Problem or question:

Data-base file to use:

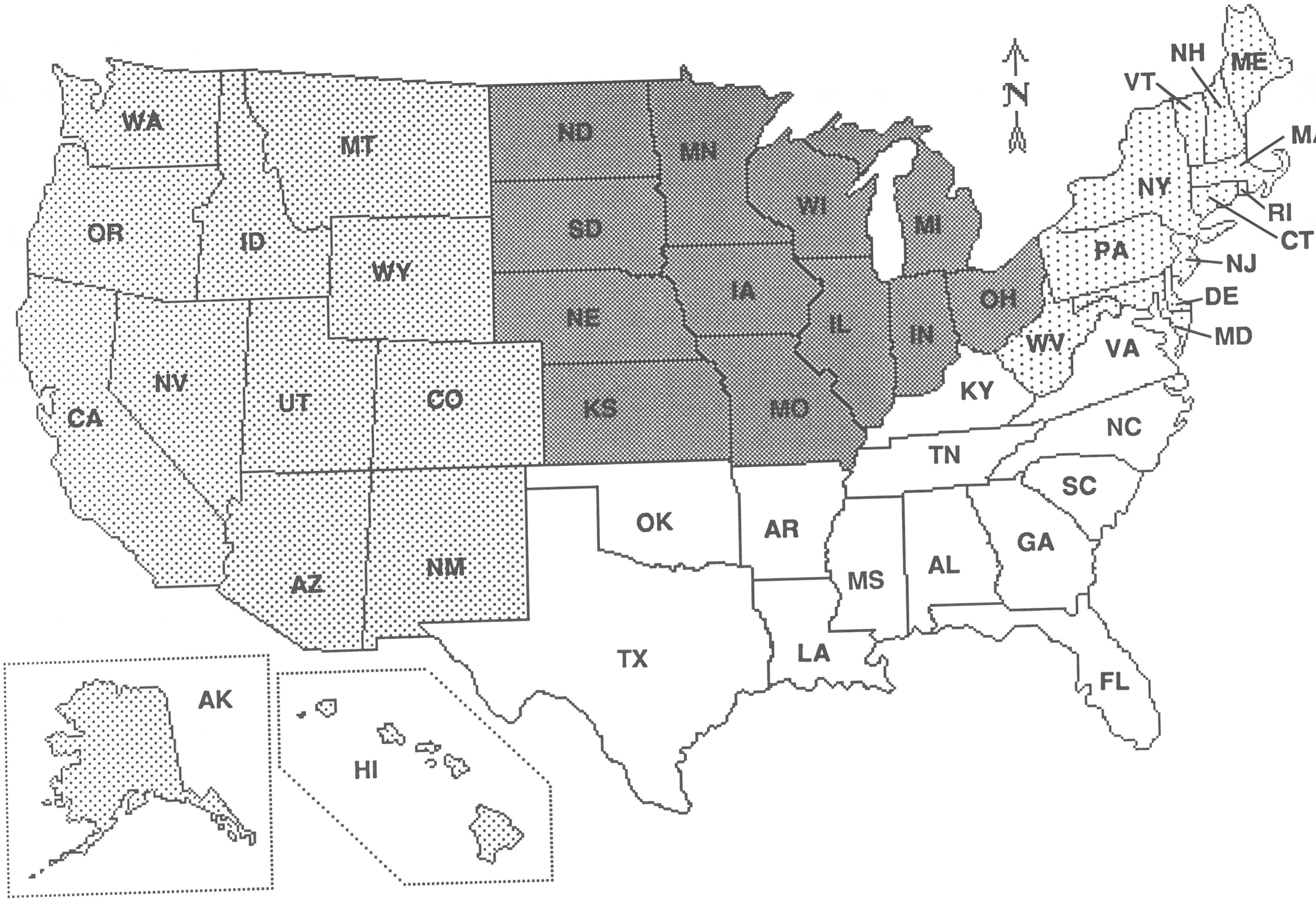
Method used to retrieve the information needed (for example, the report format, selection rules, sorting rules, and any other notes):

Data found (attach printouts):

Interpretation and conclusions:



U.S. Regional Map



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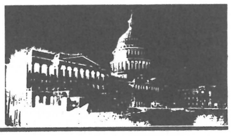


Legislative Process Agenda

Activity 1: Getting Background on an Issue

- Read all the activities on this agenda.
- Listen to the teacher's introduction to the unit.
- Read the Issue Brief on Gun Control, which your teacher will hand out.
- Work in a small group to underline or highlight the main ideas on one copy of the Issue Brief.
- Participate in the small group discussion of the questions at the end of the Issue Brief.

Activity 2: Joining a Policy Analysis Team

- Listen to the explanation of the assignment.
- Your teacher will divide the class into Policy Analysis Teams and describe the team roles. Think about the skills needed for each of the roles.
- Choose the role you want to play.
- Your team's Information Manager will schedule time at the computer.
- Read the Case Study on Gun Control.
- Your team's Information Manager will help you load the Policy Analysis word-processor file onto the Desktop.
- Work with your team to decide how to describe the Case Study. Then assist your team in filling in Items A and B on the Policy Analysis Summary, using *AppleWorks*.
- Save the Policy Analysis Summary on your team data disk and print a copy. Read the Summary so you understand the tasks you will be completing in the following activities.

Activity 3: Evaluating Two Resource Documents

- Listen to the summary of the main points of S. 49, the Firearms Owners Protection Act.
- Work with your team to analyze the two resource documents your teacher will hand out. Answer the questions on the Analyzing Position Statements handout.
- Based on everything your team has read so far, what are the three or four most important questions to debate about S. 49? List these questions under Item C in the Policy Analysis Summary.

Activity 4: Identifying Resources

- Listen to your teacher's explanation of the Documents data-base file.
- Your team's Information Manager will schedule time at the computer.
- The Information Manager will load the Policy Analysis word-processor file and Documents data-base file onto the Desktop.
- With your team, look at the complete Documents data-base file with all records selected. Ask your Information Manager to help you change the multiple-record layout so that only the WP Filename and Key Words categories are displayed on the screen. Notice the kinds of key words that are given for the different documents listed in the data base.
- Your Information Manager will change the selection rules to create a list of documents containing the key words "waiting period."
- Your team Researcher will write down the file names on this list (or use Apple-H to print this list of documents from the screen).
- Load and print enough of the word-processor documents on your list so that each team member has a document to read.
- As a team, choose one of the document files to examine. As you read it, answer these questions:

    What or whose position does it tend to support?

    Does the information in this document help you decide what position to take on the issues in your policy analysis?

    Do any of the key words in this document suggest other key words to use next in selecting more documents to read?

- Begin to fill in Items D, E, and F in the Policy Analysis Summary.

Activity 5: Taking a Stand

- Listen to your teacher's explanation of how to identify relevant information from the word-processor and data-base files. Note the evaluation strategies that can be used for senator's statements, documents from interest groups, and newspaper editorials.
- Observe the demonstration of how to narrow the search in the data base to obtain the information you want.
- Meet with your team to discuss the documents your team has read. Discuss with the team your ideas about what position to take on the issues, and which key words to use next to look for more information. The Team Leader leads the discussion and makes sure each person has a chance to talk. After listening to each team member's opinions, the team Researchers decide: (1) the team's position; (2) the strategies for finding documents that support that position; and (3) the key words for choosing the next set of documents to read.
- The Information Manager schedules time for your team at the computer.

- Working with your team at the computer, change the selection rules for the Documents data base to produce a list of five to eight documents that may support your team's position. If your list is too long, narrow the search by adding more key words to the selection rules.
- Use Apple-H to print the list of documents from the screen, or write down the file names. Type this list of relevant documents into Item D on your team's Policy Analysis Summary. Keep track of the key words you used to produce this list on the Policy Analysis Summary.
- Load and print the word-processor documents on your list.
- Your Team Leader will give one of the printed documents to each team member.
- Read your printed document. As you read it, answer these questions:

> Does this document relate to the issues presented in the Case Study on Gun Control? If so, what or whose position does it tend to support?
>
> Which sentences or paragraphs in this document support the position your team wants to take on the issues?
>
> Do any of the key words in this document suggest other key words to use next in selecting more documents to read?

- Meet with your team to discuss the documents each member has read. The Team Leader leads the discussion and makes sure each person has a chance to talk. After listening to each team member's opinions, the team Researchers decide: (1) whether the team has enough evidence to support its position on the issues; (2) what key words to use in choosing the next set of documents to read; and (3) which of the documents the team members have read contain information that should be used later to write a position paper.
- The Information Manager updates the Documents data base in single-record layout by typing **Y** or **N** in the category "Use in Analysis Y/N" for each document your team has read. The Information Manager then saves the updated file.
- The Information Manager schedules time on the computer and handles requests by other team members for additional electronic information.
- The Editor makes sure all documents your team has used are listed in Item F in the Policy Analysis Summary.
- Working with your team, write a first draft of the position paper using Item G as an outline. The Editor will make sure the position paper is clearly written and grammatically correct. The Editor then types and duplicates the draft copy of the position paper and gives it to the Team Leader.
- The Team Leader circulates the draft and assigns final tasks and deadlines to the team.
- The Researcher verifies that the arguments, evidence, and bibliography in the paper are complete and accurate.

- The Public Affairs Official reviews the paper to make sure it will be persuasive to the class.
- The Team Leader gives all the final changes and team member approvals to the Editor, who prepares the final version of the position paper.
- The Team Leader gives a copy of the completed Policy Analysis Summary and position paper to the teacher.
- The Public Affairs Official posts a copy of the completed Policy Analysis Summary on the wall for the class to read.

Activity 6: Conducting an Opinion Poll

- Listen to your teacher's discussion about creating an opinion poll.
- Work with your Policy Analysis Team to design a poll, following the instructions in AIM 23.
- Make copies of the poll and distribute them to a selected sample of respondents.
- Use the Poll Responses data-base file to enter and analyze the responses.
- Write up the poll results and present them to the class or school.
- (Optional) Update your team's position paper to include the results of the poll.

Activity 7: Lobbying

- Listen to your teacher's discussion on the role of lobbying groups in Congress.
- Draft a short letter to send to an interest group. The letter should discuss the main points from your position paper. You will need to:

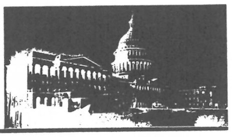
  a. Choose an interest group from the Interest Groups word-processor file.

  b. Write and edit the letter.

  c. Send the letter and the position paper.

Activity 8: Looking at How Congress Voted

- Listen to your teacher's explanation about discovering how legislators voted on gun control amendments in Congress.
- With your team, examine the How Sen Voted and How Reps Voted data-base files.
- Compare and discuss your senators' and representatives' votes in relation to your position on the key issues. Write your votes on the How Congress Voted worksheet, which your teacher will hand out.
- Work with your team to evaluate your findings. Create a list of issues to use in deciding whether your legislators are representing your point of view.



Issue Brief on Gun Control

This Issue Brief is adapted from the Major Issues System Issue Brief, Order Code IB74011, updated 10/21/86 by Harry Hogan, Congressional Research Service, The Library of Congress, Washington, D.C.

Issue Definition

Supporters of stronger federal control on firearms have justified their position on the grounds that such control is needed to stop access to these weapons by criminals, juveniles, and other "high risk individuals." They argue that the violent crime rate is related to the availability of guns. They believe that only federal gun controls can be successful in reducing this availability.

Those who oppose gun control by the federal government may do so because of their belief that the federal government should not interfere with state and local issues. Others may believe that controlling guns does not deter crime.

Background and Policy Analysis

The national debate on gun control began in the 1920's. Its early phase resulted in two federal laws designed to reduce the availability of guns to criminals, and to disclose to the government the ownership of especially lethal guns. These laws, passed in the 1930's, remained in effect until the early 1960's. In the 1960's, a Senate committee investigating juvenile delinquency turned its attention to firearms. This committee investigation led to major changes in the laws. A new law was passed in 1968. The attack on President Reagan in March, 1981, which resulted in the wounding of the President and three other people, revived the debate on gun control.

Positions

Is gun control crime control? Would stricter regulation of firearms lower the rates of homicide, robbery, and assault? Would it stop attacks on public figures?

Gun control supporters offer, as their principal reasons for stronger controls, their concern for the large number of violent crimes committed in this country each year. They note the lower crime rates of other industrial nations which have gun control.

Proponents of gun control argue that only a federal law (rather than state laws) will be effective in the United States. Otherwise, the states with moderate restrictions will continue to feed black markets in the restrictive states. They disagree with the Second Amendment. They ask why a private citizen needs any firearm that is not designed primarily for hunting or other sporting purposes.

Opponents of gun control vary in their positions but generally believe that gun control laws do not stop violent crimes. They use the example of the sale and use of liquor during Prohibition. In their view, laws like these only threaten the rights and liberties of individuals. They also reject the belief that low crime rates in countries such as England and Japan have anything to do with gun controls. They maintain that multiple cultural differences are responsible for the lower crimes rates.

Gun control opponents also reject the assumption that the only legitimate purpose of gun ownership by a private citizen is recreational—i.e., hunting and target-shooting. Some believe citizens have the right to use guns to protect themselves and their properties from criminals.

Some Basic Statistics

In 1969, the National Commission on the Causes and Prevention of Violence (the Eisenhower Commission) reported that Americans owned 90 million firearms. Of these, approximately 24 million were handguns, 35 million were rifles, and 31 million were shotguns. The Bureau of Alcohol, Tobacco and Firearms (BATF) estimates that as of 1980 these numbers had increased to roughly 52 million handguns, 59 million rifles, and 54 million shotguns. As a rule, about 2 million new handguns enter the domestic market each year, along with 1.8 million rifles and 1.3 million shotguns.

According to the Federal Bureau of Investigation (FBI), the number of violent crimes committed by or with the aid of a firearm increased, on the whole, through several decades but then declined after 1980. In the case of homicides, for example, approximately 11,215 involved the use of a gun in 1984, compared to 4,762 in 1963. Relative to population size, both total homicides and total firearm homicides increased steadily through 1975, decreased in 1976–1977, and rose again through 1980.

Robberies and aggravated assaults have increased substantially over the past 20 years. However, in the period since 1974, the percentage of the total number of aggravated assaults involving the use of a gun declined.

Federal Law

The National Firearms Act of 1934 (26 U.S.C. 5801 *et seq*) was originally designed to make it difficult to obtain certain types of especially lethal firearms, in particular, machine guns and sawed-off long guns. It places heavy taxes (through registration) on the production and distribution system of these weapons, from manufacturer to eventual buyer.

The Gun Control Act of 1968 has two major titles. Title II amends the National Firearms Act of 1934 to remove certain constitutional difficulties, and to extend the Act's provisions to so-called "destructive devices" (bombs, grenades, etc.). Title I contains the principal federal restrictions on commerce in small arms and ammunition.

Title I of the Gun Control Act of 1968 (18 U.S.C. 921 *et seq*) as amended by P.L. 99–308, requires all persons dealing in firearms to be federally licensed; establishes more restrictive standards for licensing than those prescribed by the old Federal Firearms Act; prohibits the interstate mail-order sale of all firearms; prohibits interstate sale of handguns generally; sets forth categories of persons to whom firearms or ammunition may not be sold (such as persons under a specified age or persons with criminal records); generally prohibits the importation of nonsporting firearms; and establishes penalties for the use of a firearm in perpetration of a federal felony.

The Range of Legislative Proposals

Since passage of the Gun Control Act of 1968, hundreds of bills to amend the Act have been introduced in Congress. These bills have ranged from proposals for stronger restrictions—including several for the outright prohibition of the private ownership of handguns—to the repeal of the 1968 legislation. The handgun control bills have received the greatest attention. Some of the proposed changes include:

- Police approval of all handgun purchases, during a 14-day minimum, 28-day maximum, waiting period.
- Increase in annual fees for federal firearms licensees.
- National registration of handguns.
- Closer regulation of the gun industry—including measures that would substantially reduce the number of licensed dealers.
- Elimination of cheap handguns.
- Prohibition of the private possession of any handgun.

General Questions

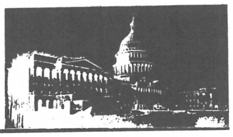
Among the principal questions posed by the general gun control issue are the following:

1. Is availability of guns and/or ammunition a major or substantial factor in the rate of violent crime? In the number of fatal or crippling accidents?
2. If added controls are desirable, which of the many proposed forms should they take?
3. Should such controls be federal or state?
4. Would certain proposed controls infringe on the police powers some authorities hold are reserved to the states under the Constitution?
5. Are there constitutional difficulties with federal control of guns?
6. Can controls be achieved practically?

Legislation

Summaries of the following legislation can be found on Side 2 of the Legislative Process data disk.

Legislation	**File Name**
Gun Control Act of 1968	Gun Control Act
H.R. 4194, Terrorist Firearms Prevention Act of 1986	H.R. 4194
S. 49 (P.L. 99–308), Firearms Owners Protection Act	S. 49
S. 2414 (P.L. 99–360), Senate Amendments to S. 49	S. 2414
H.R. 3132 (P.L. 99–408), Law Enforcement Officers Protection Act of 1985	H.R. 3132
S. 104 (H.R. 13), Law Enforcement Officers Protection Act of 1985	S. 104
H.R. 4332, Federal Firearms Law Reform Act of 1986	H.R. 4332



Case Study on Gun Control

An important piece of gun control legislation is scheduled for debate on the floor of the U.S. Congress. This bill will be debated by the Senate and the House of Representatives. The Senate bill, S. 49, promises to:

- Provide mandatory sentencing of criminals convicted of committing a crime with a gun
- Allow a citizen to buy firearms in another state as long as the legal requirements of the seller's and purchaser's states are met
- Stop the federal government from imposing centralized registration of firearms
- Make it a felony for anyone knowingly to sell a firearm to a criminal or a prohibited person
- Allow criminal investigations of gun dealers at any time

This bill has caused debate throughout the country. The National Rifle Association has argued that the bill is fair to those who obey the law and tough on those who don't. They claim the bill is one of the toughest ever on criminals who use a firearm to commit a crime. They have urged their membership to take a position supporting the bill.

Other organizations, such as Handgun Control, Inc., are against the bill. They term the proposed legislation "gun decontrol" and have urged supporters of handgun control to take responsible action to defeat this bill.

Newspapers throughout the country have offered editorials on the issue of S. 49. Senators and representatives have carried the debate to the floor of Congress. In their statements, they have argued for either support or defeat of S. 49.

Questions Debated

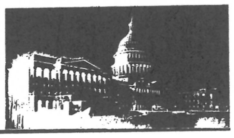
- Should the federal government impose centralized registration of firearms?
- Should there be mandatory sentencing of criminals convicted of committing a crime with a gun? Should drug traffickers be given the same punishment?
- Should individuals be allowed to buy firearms in another state?
- What limits, if any, should be placed on the ownership and use of guns in the United States?

Major Policy Issue

What should be the balance between an individual's right to bear arms and society's responsibility to maintain peace and safety?

What You Can Learn from This Case Study

Studying the questions, policy issues, and congressional debates related to this bill will give you insight into the decision-making and legislative processes.



Policy Analysis Summary

A. Policy Analysis Team Name and Number:

Team Leader:

Information Manager:

Public Affairs Official:

Researcher(s):

Editor:

B. Case Summary (Write a short description of the Case Study here.):

C. List the questions about gun control you want to answer with evidence and arguments from the documents files.

D. List the key words to use to find documents in support of S. 49. Then list the documents containing those key words.

List the key words to use to find documents that oppose S. 49. Then list the documents containing those key words.

E. Take a position on the policy question: What should be the balance between an individual's right to bear arms and society's responsibility to maintain peace and safety? Copy sentences or phrases from the documents you have read that support your position.

F. List the documents you used to support your arguments:

G. Position Paper:

Title

Authors

Date

Audience for this paper:

Position statements:

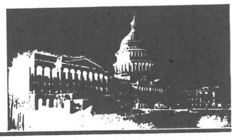
Basis for this position:

Other supporting arguments, documents, and data:

Recommended actions:

Bibliography:

Appreciation section (credit to those who assisted in this project):



Gun Law Failures

The following excerpts were taken from a pamphlet entitled "Gun Law Failures" (April, 1986, National Rifle Association, Institute for Legislative Action, Washington, DC). This is an updated and extensively revised version of an article by Neal Knox which originally appeared in the July-August, 1976, issue of RIFLE Magazine, P.O. Box 30–30, Prescott, AZ 86301.

Do Gun Laws Reduce Crime?

A careful reading of the literature of gun control advocates shows a glaring deficiency: an overwhelming lack of evidence showing what they propose has succeeded in reducing crime in any of the states or localities in which it has been tried. And every type of "gun control" law proposed in Congress has been tried—everything from requiring waiting periods, to licensing dealers, to licensing owners, to registering individual firearms, to prohibiting manufacture of certain guns, to an outright prohibition (for most residents of New York City and the District of Columbia) upon the private ownership of handguns. There are an estimated 20,000 local, state, and federal firearms laws of every sort and description now on the books. If gun laws worked—that is, if they did reduce crimes of violence—there should be a correlation between a certain level of restriction and a certain amount of crime control, as reflected by differences in crime rates in localities with and without such laws. But if the advocates of restrictive gun laws have sought—or found—such a correlation they have been uncharacteristically quiet about it.

Until the mid-1970's, few studies had been conducted on whether gun laws were necessary or would work to reduce the amount of violent crime (Hardy, 1978). Advocates of restrictive gun laws either assumed the mere citation of crime data, interspersed with colorful examples of gun-related accidents, suicides, and homicides, was proof enough that guns were a problem solvable by national law; or they used the most rudimentary social science techniques, and tried to show a relationship not between gun availability and violent crime but gun crime and gun availability.

Only one sophisticated study had claimed that gun laws reduce violence—and that study, by Geisel, et al., economists at Carnegie-Mellon University (1969), contended that legislation such as the then recently enacted New Jersey owner licensing law would "save between 21 and 32 lives per million population per year." Geisel, et al., tried 30 different mathematical factors for gun laws and social variables before finding a combination that appeared to fit the facts, causing one scholar to point out that "such random testing would produce weights that are the result of chance correlation . . . and consequently are probably useful for only this one data set, severely limiting the generalizability of their conclusions." Evidence that this criticism was correct is that in the years since the New Jersey law was enacted, during which the social factors would have changed relatively little, the New Jersey murder rate more than doubled, far surpassing the increase in neighboring states without the claimed benefits of a restrictive gun law (FBI Uniform Crime Reports).

Few Homicides Committed by People With No Prior History of Violence

Other studies on firearms and restrictive gun laws have found consistently that guns are not the problem, and that gun laws do not reduce the amount of violent crime in our society.

For example, Professors Joseph Magaddino and Marshall Medoff of California State University at Long Beach have completed one study on the impact of the Gun Control Act of 1968 and a preliminary study on the effect of "waiting periods." The first finds that the law has done nothing to reduce the amount of homicide or violent crime, while finding that the law has, if anything, caused an increase in the number of privately-owned handguns. They found, then, that gun laws may increase the number of firearms but have no impact on reducing homicide rates (Magaddino and Medoff, 1984).

The conclusion is supported by a study by Professor Gary Kleck of Florida State University's School of Criminology. Professor Kleck studied the relationship between homicide and gun ownership. He found that increasing homicide rates were followed by increasing acquisition of firearms by individuals. But he found that increasing the number of firearms did not increase the number of homicides. In other words, in response to an increasing crime rate, people buy guns for protection but do not then misuse the firearms themselves (Kleck, 1982).

Kleck also found that "very few homicides are committed by people who have no prior history of violence." The popular image of the model citizen who one day goes berserk and kills a family member is largely a media-created myth maintained by news people enamored of the dramatic apparent contrast between extremely violent acts and supposedly peaceful backgrounds. For example, in news stories about the Texas Tower killer, Charles Whitman, reporters invariably managed to mention the fact that Whitman had been a choirboy and an Eagle Scout. Left unmentioned, or relegated to the back pages, were the facts that he was raised in a violent home, had repeatedly beaten his wife, and had been court-martialed in the Marines for fighting (Bandura, 1973: 180).

"The apparent 'nonviolent' killer is a rare exception to a rather mundane general rule: People who are seriously violent in the present have almost invariably been seriously violent in the past. While most violent acts escape the attention of authorities and are thus not made a part of official written records, most killers arrested have committed enough violent acts in the past to have been previously arrested or convicted. . . Rather than being isolated outbursts, violent acts are almost always part of a continuing pattern of violent behavior, whether the violence is spouse or child abuse (Strauss et al., 1980) or armed robbery executions by 'hardened criminals' " (Deitz, 1983).

Given these facts, Kleck found that "reducing gun availability among 'ordinary people' will do almost nothing to reduce violent crime." Common sense, supported by scholarly findings, dictate what Kleck concluded: "Unfortunately, 'blunderbuss' measures would inevitably have their greatest effect in reducing gun availability among the law-abiding, since it is, by definition, the law-abiding who are most likely to comply with gun control laws or, for that matter, any other laws. Compliance among criminals, on the other hand, would be low. . ." (Kleck, 1985).

References

Albert Bandura, *Aggression: A Social Learning Analysis*, 1973.

Mary Dietz, *Killing for Profit: The Social Organization of Felony Homicide,* 1983.

FBI Uniform Crime Reports, *Crime in the United States, 1965 and 1981.*

Martin Geisel, Richard Roll, and R. Stanton Wettick, Jr., "The Effectiveness of State and Local Regulation of Handguns: A Statistical Analysis," *1969 Duke Law Journal* 647 (1969).

David T. Hardy, "Firearms Ownership and Regulation," *20 Wm. & Mary Law Review* 235 (1978).

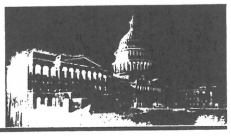
Gary Kleck, "The Relationship Between Gun Ownership Levels and Rates of Violence in the U.S.," Florida State University School of Criminology, 1982 (unpublished paper).

Gary Kleck, "Policy Lessons from Recent Gun Control Research," paper delivered to the American Society of Criminology, San Diego, 1985, pp. 10–11.

Joseph P. Magaddino and Marshall H. Medoff, "An Empirical Analysis of Federal and State Firearm Control Laws," Don B. Kates Jr. (ed.), *Firearms and Violence: Issues of Regulation*, Ballinger Publishing Co., Cambridge, MA, 1984.

Murray Strauss, Richard Gelles, and Suzanne Steinmetz, *Behind Closed Doors: Violence in the American Family*, 1980.

Key words: criminal attitudes
gun owners
laws



Statement from Mrs. Schroeder

This statement was made by Representative Patricia Schroeder (D-CO) during House debates on H.R. 4332, the Federal Firearms Law Reform Act of 1986.

Each day, 50 Americans—at least one a child under 14—are killed by handguns. That's nearly 20,000 citizens a year who die accidentally, by suicide, or who are murdered with handguns.

I have heard from the Police Departments in Denver and Colorado how the McClure-Volkmer bill [S. 49] was a "cop killer." I'm sure that many of my colleagues have heard similar comments from law enforcement officials from their districts.

Each year, 70 cops are killed with handguns, 708 in the last ten years. In the first nine months of 1985, 62 cops were killed by firearms; 45 of those were with handguns. Police are beginning to say "enough is enough" to this indiscriminate killing of cops and citizens by handguns.

I would also like to address another aspect of this issue: the kid killer aspect. I'm speaking of the number of suicides and accidental deaths of children resulting from handguns.

Teenage suicides in this country have reached epidemic proportions. And what is behind these escalating numbers? The availability of handguns. A recent report by Dr. Pamela Cantor of Boston revealed that almost two-thirds of the 5,200 American teens who kill themselves every year use guns that are kept at home. The teen suicide rate has almost tripled over the last 30 years.

Let's look at some of the statistics:

In 1983, 174 children 14 and younger were the victims of firearm murders—131 were victims of handguns.

In 1983, 260 children under 14 died in firearms accidents—163 died by handguns.

In 1977, gun accidents were the fifth-ranking cause of accidental death among children under 15.

From 1960 to 1974, handgun sales in this country quadrupled to more than six million a year. In this same period, the homicide rate for young people aged 15–24 jumped from 5.9 per 100,000 to 14.2.

There is one teenage suicide every two hours—more than 6,000 in 1983—and an attempt every minute. Nearly two-thirds of teens who kill themselves use guns, and four-fifths of them use handguns, according to experts.

Schroeder

Police officials in Houston report that children playing with pistols are being killed or injured at an unprecedented rate. Twelve children have been shot in unrelated incidents. Of those shot, six have died. The shooting victims have ranged from teenagers to a three-year-old, the police said. The police say they cannot offer any reason for the rash of shootings other than the easy availability and lax handling of pistols.

These are not just numbers. Behind every number is the life of a child that has been cut short. These are kids. These are real cases. These are the horror stories that we would rather not hear about when we discuss the handgun control issues.

We don't want to hear about the child in Cleveland, a seven-year-old, who was killed by his ten-year-old cousin with a gun he found in a vacant lot.

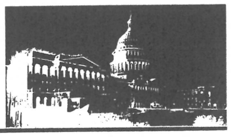
We don't want to hear about the problem of guns in our schools. For example, in Boston, four teenagers were arrested for illegal possession of handguns on school property within one two-week period. Two guns were loaded. In Miami, a student was shot twice and critically injured by another teenager who was trying to settle a quarrel in a lunchroom across from a high school. The school reports an almost 50 percent increase last year, from 62 to 91, in instances where a gun was found on or near school property.

Casey Simpson of the Denver Police Department wrote me that if the same language that passed the Senate passes the House, it would endanger the lives of the street cop. I'm glad the legislation has been improved by the Judiciary Committee, not only for the lives of the street cops, but also for the lives of our children.

I think H.R. 4332 establishes the balance that we have been seeking by providing necessary compromises between those in favor of stronger gun control and those opposed.

Source: Excerpts from Congressional Record, Proceedings and Debates of the 99th Congress, Second Session. Washington, Wednesday, April 9, 1986, Vol. 132, No. 42, pp. H 1653–1654.

Key words: handgun crime
law enforcement
suicide
youth



Analyzing Position Statements

Read the two documents the teacher distributed to you. For each document, answer the following questions in the space provided below:

1. Who wrote the document?
2. What issues does the author address?
3. What is the author's perspective on the issue?
4. What is the purpose of the document?
5. Is the information presented based on facts or opinions?
6. If facts are presented, are they accurate? How could you check them? (Suggestion: look at the Firearms in US data base on Side 2 of the Legislative Process data disk.)
7. Is the information presented relevant to the issue discussed?
8. Does the author of the document use terms that reflect biases or stereotypes (such as "innocent" victims or "hardened" criminals)?
9. If the information was a primary source, was it written from memory or was it a direct account of what happened?
10. What unstated assumptions does the author make?
11. If you were a senator interested in information on S. 49, would this document help you understand the issues? Would it be persuasive?

Document Name: ____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Document Name: ____

1.

2.

3.

4.

5.

6.

7.

8.

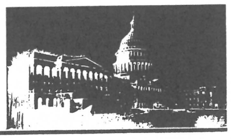
9.

10.

11.

After you have analyzed each document, compare the two documents:

- Are they addressing the same issues?
- Do they use the same facts?
- Do they make different assumptions?
- How do their conclusions differ?



Gun Control Opinion Poll

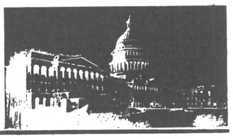
For each question below, mark the *one* answer that is appropriate for you.

A. AGE: ______ (under 16) ______ (16–17) ______ (over 17)

B. GRADE: ______ (9–10) ______ (11) ______ (12) ______ (None)

C. SEX: M ______ F ______

	Agree	**Disagree**	**No Opinion**
1. All handguns should be licensed for use by individuals.	______	______	______
2. All rifles should be licensed for use by individuals.	______	______	______
3. The government should not control the use and possession of handguns and rifles by individuals.	______	______	______
4. The right to bear arms should only apply to military and police work.	______	______	______
5. Controlling gun ownership will reduce the number of violent crimes.	______	______	______



How Congress Voted

Use the How Sen Voted and How Reps Voted data-base files on the Legislative Process data disk to compare your team's votes to the votes of your senators and representatives on the following gun control issues.

How Do Your Votes Compare With Your Senators' Votes?

During the Senate debate on S. 49, Senator Kennedy (D-MA) proposed an amendment to retain the ban from the Gun Control Act of 1968 on interstate sales of handguns. On July 9, 1985, Senator McClure (R-ID) made a motion to table (kill) the Kennedy amendment. A vote of "Yea" on this motion means the senator wants to allow interstate sales of handguns. (This vote passed 69 to 26.)

Does your team vote Yea or Nay on this motion? ________

Use the How Sen Voted data-base file to compare your team's vote to how your state's senators voted. The category "Ban I.S. Sale H.G." shows votes on the interstate sale of handguns motion.

Do the senators agree with your team? __________

Senator Mathias (R-MD) proposed an amendment to S. 49, to allow federal authorities to conduct all inspections of gun dealers without providing advance notice of the inspections. On July 9, 1985, Senator McClure (R-ID) made a motion to table the Mathias amendment. A vote of "Yea" on this motion means the senator wants federal authorities to give advance notice to gun dealers before conducting inspections. (This vote passed 76 to 18.)

Does your team vote Yea or Nay on this motion? __________

Use the category "No Inspect Notice" to find your senators' votes on this motion.

Did they agree with your team? __________

Senator Inouye (D-HI) proposed an amendment to require a 14-day waiting period between the purchase of a handgun and its delivery to the buyer. Senator McClure (R-ID) made a motion to table the Inouye amendment. A vote of "Yea" on this motion means the senator does not want to require a waiting period. (This vote passed 71 to 23.)

Does your team vote Yea or Nay on this motion? _________

Use the category "No Waiting Period" to find out how your senators voted.

Did they agree with your team? __________

Finally, the Senate voted on S. 49. This bill revises the Gun Control Act of 1968 to exempt many gun collectors from licensing requirements; removes the ban on interstate sales of rifles, shotguns, and handguns; requires advance notice for routine compliance inspections; and imposes a mandatory five-year sentence on anyone convicted of using a firearm in a violent federal crime. A vote of "Yea" on this bill means the senator voted to weaken the existing gun control laws. (The bill passed 79 to 15.)

Does your team vote Yea or Nay? __________

Use the category "S. 49" to compare your senators' votes with your team's vote.

Did they agree with your team? __________

How Do Your Votes Compare With Your Representatives' Votes?

During the House debates on the Volkmer substitute to H.R. 4332, Representative Hughes (D-NJ) proposed to continue the ban on interstate sales of handguns, bar interstate transportation of handguns, retain existing record-keeping requirements, and ban silencers. A vote of "Yea" on this vote means the congressman wants to retain much of the existing gun control law. (On April 9, 1986, the House defeated this amendment 176 to 248.)

Does your team vote Yea or Nay? __________

Use the "Retain Controls" category in the How Reps Voted data base to find out how representatives from your state voted.

Did they agree or disagree with your team? __________

Representative Hughes proposed to retain the existing ban on interstate sales of handguns. A vote of "Yea" on this amendment means the congressman was willing to compromise between those who wanted to retain all existing gun controls and those who wanted to remove many of the existing gun controls. (On April 10, 1986, the House passed this amendment 233 to 184.)

Does your team vote Yea or Nay on this amendment? __________

Use the category "Ban I.S. Sale H.G." to find out how representatives from your state voted.

Do they agree or disagree with your team? __________

On April 10, 1986, the House voted on the Volkmer substitute to the Judiciary Committee bill. The Volkmer substitute would allow interstate sales of rifles and shotguns, allow interstate transportation of all firearms, ease record-keeping requirements for firearms transactions, and limit federal agents to one unannounced inspection per year of a gun dealer's premises. A vote of "Yea" means the congressman was willing to significantly weaken existing gun control laws. (This bill passed 286 to 136.)

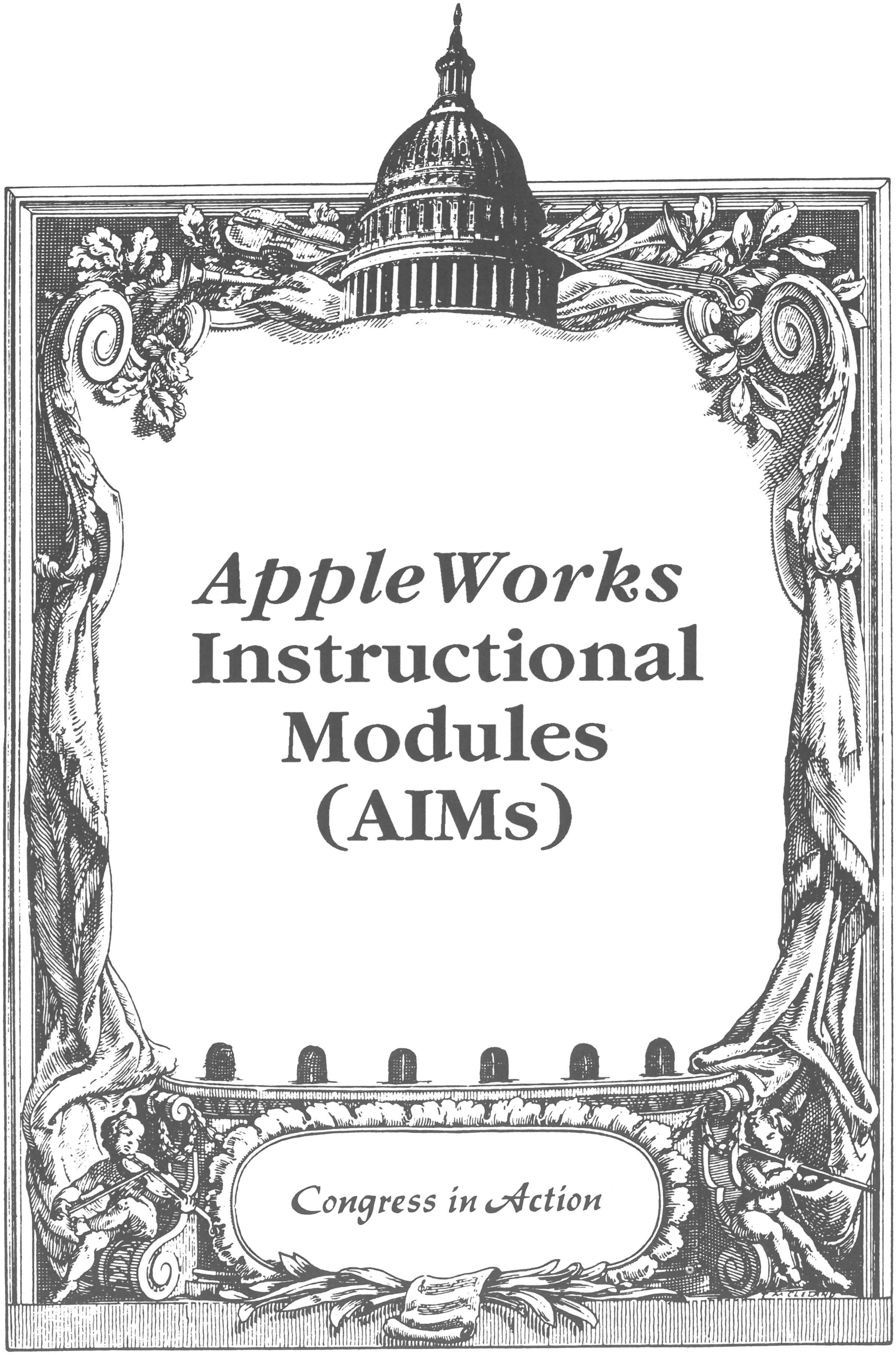
Does your team vote Yea or Nay on the Volkmer substitute? ________

Use the "H.R. 4332" data-base category to find out how your state representatives voted.

Did they agree or disagree with your team? ___________

Analyzing the Votes

Use the How Sen Voted and How Reps Voted data bases to analyze voting differences among parties and regions of the country. For example, did senators from the eastern region vote differently from senators from the West? Did Republicans vote differently from Democrats? Can you find different voting patterns among predominantly urban versus predominantly rural states?



AppleWorks Instructional Modules (AIMs)

Congress in Action

INTRODUCTION

In *Congress in Action* you will use *AppleWorks* in two ways: as a word processor, and as a data-base manager. These *AppleWorks* Instructional Modules, or AIMs, teach the *AppleWorks* functions you will use in the unit activities.

Every AIM has a general procedure section that lists the steps involved in a specific *AppleWorks* function, such as browsing through a data-base file. Most of the AIMs also have an exercise to give you practice using an *AppleWorks* feature with one of the Congress data files. The exercises are in the shaded boxes.

The AIMs are designed to be self-paced. Students who are unfamiliar with *AppleWorks* should take time to work through the exercises that pertain to the assigned activities. Students who already know something about *AppleWorks* can skip over the material with which they are familiar.

The AIMs are divided into three sections. The first section explains how to start up *AppleWorks* and use the data-base manager. The second section contains basic word-processor procedures. These AIMs are used in Unit 1. The third group of AIMs contains advanced *AppleWorks* functions that will be used by students playing the roles of Information Manager, Editor, and Public Affairs Official on the Policy Analysis Teams in Unit 2.

There are several ways to obtain additional information about *AppleWorks*. Quick Guides at the end of the first two AIM sections summarize the *AppleWorks* commands covered in these sections. The Quick Guide at the end of the third AIM section is comprehensive. The Mini-reference Guide included in this manual gives a condensed version of the material in the AIMs. On-line help is also available from anywhere in the program. Press Apple-? to get a help screen. Finally, the Reference Manual that came with your original *AppleWorks* disks offers the most comprehensive information about the program.

The AIMs are listed below.

Starting *AppleWorks* and Using the Data-base Manager

AIM 1: Starting *AppleWorks*
AIM 2: Loading a Data-base File
AIM 3: Data-base Browsing in Multiple-record Layout
AIM 4: Single-record Data-base Layout
AIM 5: Selecting Data-base Records
AIM 6: Arranging a Data-base File
AIM 7: Printing Single Data-base Records and Data-base Reports
AIM 8: Removing Files from the Desktop
Data-base Quick Guide

Using the Word Processor

AIM 9: Loading a Word-processor File
AIM 10: Browsing Through a Word-processor File
AIM 11: Changing (or Revising) a Word-processor File
AIM 12: Renaming a Word-processor File
AIM 13: Saving a Word-processor File
AIM 14: Printing a Word-processor File
AIM 15: Starting a New Word-processor File
AIM 16: Saving Changed Files Before Ending a Session
Word-processor Quick Guide

Advanced *AppleWorks* Functions

Introduction
AIM 17: Additional Word-processor Editing Features
AIM 18: Enhancing Word-processor Reports
AIM 19: Recovering from Errors
AIM 20: Changing the Data-base Layout
AIM 21: Copying or Moving Text Between Word-processor Files
AIM 22: Copying Text from a Data-base File to a Word-processor File
AIM 23: Conducting an Opinion Poll Using *AppleWorks*
Comprehensive *AppleWorks* Quick Guide

STARTING *APPLEWORKS* AND USING THE DATA-BASE MANAGER

This first group of AIMs will teach you how to start the *AppleWorks* program and use the data-base manager. You should have working copies of the *AppleWorks* Startup and Program disks at your computer, along with a copy of the Senators data disk.

AIM 1: Starting *AppleWorks*

The *AppleWorks* program is stored on the *AppleWorks* Startup and Program disks. Your first task will be to load the *AppleWorks* program from the disks to the memory of the computer, so your computer will be ready to follow the *AppleWorks* instructions you give it.

Following is the standard procedure to use each time you start up the *AppleWorks* Program.

General Procedure

1. Remove the Startup disk from its protective envelope and insert it in Drive 1 by carefully sliding the disk in the slot, with the label (or face of the disk) up and the notched edge of the disk to the left. (On the Apple IIc, Drive 1 is the built-in drive.) Close the door of the disk drive. Then turn on the monitor.
2. If your computer is off, turn it on by pressing the on/off switch on the back-left panel. The red light on the disk drive will come on for a moment, the drive will make a whirring sound, and the monitor screen will fill.

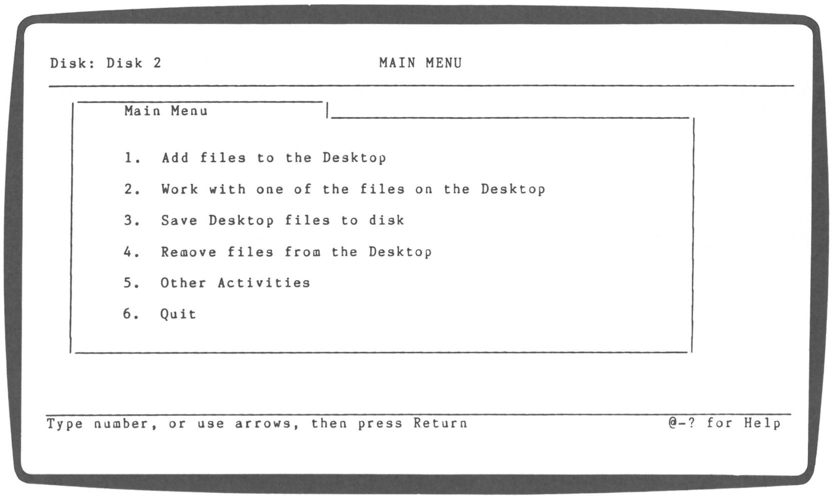
   If your computer is already on, press the Control, Open-Apple, and Reset keys all at the same time.

   In a moment, the *AppleWorks* Credit screen will appear.
3. Look at the bottom line of text on the screen. It says, "Place the *AppleWorks* Program disk in Drive 1 and press Return." This message is displayed on the *Message line* of the computer. The Message line contains information telling you what to do next.

NOTE: If your computer has only one disk drive, the Message line will be very important to you. AppleWorks *will occasionally ask you to switch the Program disk and the data disk. The message to switch disks will always be found at the bottom of the screen on the Message line. You should only switch Program and data disks when told to do so.*

4. Open the door of Drive 1 and carefully remove the Startup disk. Insert the Program disk in Drive 1 (label up), close the door, and press the Return key to the right of the keyboard. Again, the red light will come on as the *AppleWorks* program is loaded into the memory of your computer. The Date screen will appear on your monitor.

5. Enter today's date, using the format MM/DD/YY (e.g., 4/6/88), and press the Return key. If the date is already correct, just press Return. The MAIN MENU will now appear on the screen.



```
Disk: Disk 2                           MAIN MENU

    Main Menu

        1.  Add files to the Desktop

        2.  Work with one of the files on the Desktop

        3.  Save Desktop files to disk

        4.  Remove files from the Desktop

        5.  Other Activities

        6.  Quit

Type number, or use arrows, then press Return                   @-? for Help
```

Figure 12

AIM 2: Loading a Data-base File

Some of the information you will use in these activities is stored in data-base files on the Congress data disks. To work with a file, you must load it from the data disk to the workspace, or memory, of your computer. *AppleWorks* refers to this workspace as the *Desktop*.

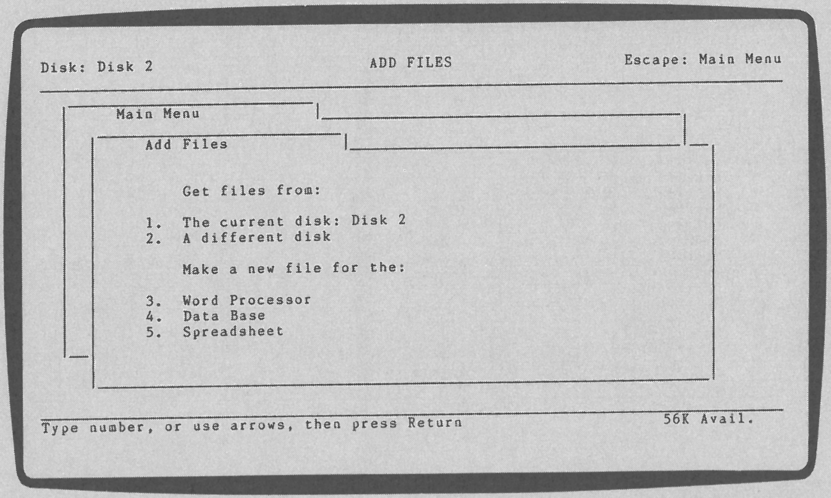
Look at the MAIN MENU. This screen is called a *menu* because it offers you a list, or menu, of activities you can select. If the MAIN MENU is not on your screen, press the Escape key (Esc) until it appears.

There are two ways to select a choice from an *AppleWorks* menu:

- Press the Up Arrow or Down Arrow key until your choice is highlighted, and then press Return.
- Type the number of your choice (it will appear highlighted), and then press Return.

Exercise: Loading the Senators Data-base File

1. Select Choice 1, Add Files to the Desktop, from the MAIN MENU, and press Return. The ADD FILES MENU will appear on the screen.



```
Disk: Disk 2                    ADD FILES                 Escape: Main Menu

    Main Menu
      Add Files

           Get files from:

       1.  The current disk: Disk 2
       2.  A different disk

           Make a new file for the:

       3.  Word Processor
       4.  Data Base
       5.  Spreadsheet

Type number, or use arrows, then press Return                    56K Avail.
```

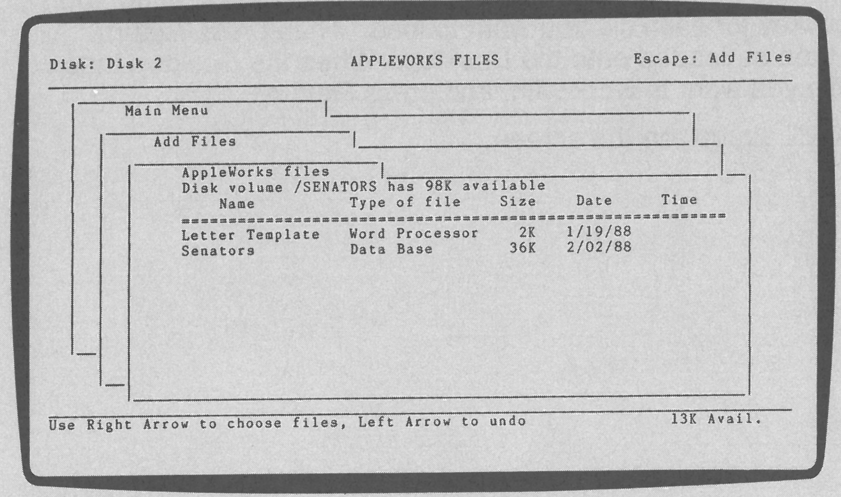
Figure 13

2. Insert Side 1 of the Senators data disk into Drive 2, and close the drive door.

3. Highlight Choice 1, The Current Disk, from the ADD FILES MENU, and press Return.

NOTE: If you have one disk drive, the Message line will tell you when to insert the data disk into Drive 1. When the message appears, open the door to the disk drive, remove the Program disk, insert Side 1 of the Senators data disk, and close the door to the drive. Later, the Message line will tell you when to remove the data disk and insert the Program disk again.

The APPLEWORKS FILES MENU will appear on your screen. This is a list of the files on Side 1 of the data disk.



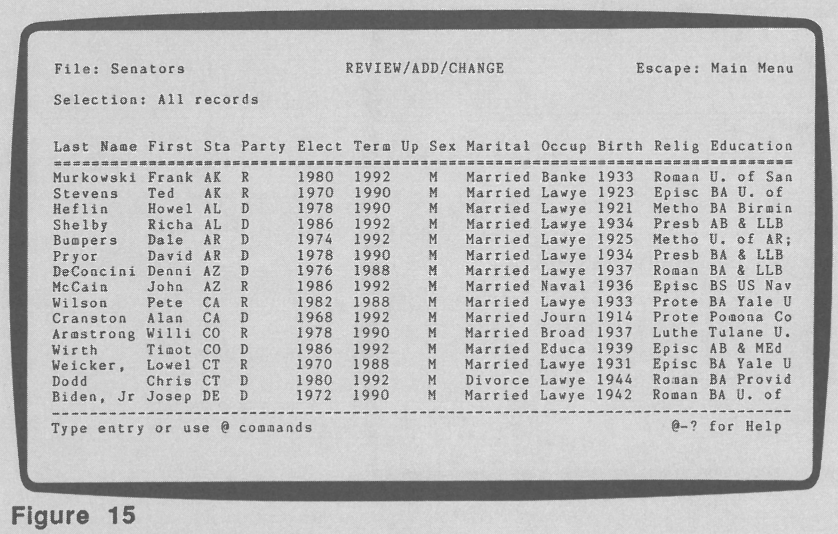
```
Disk: Disk 2                 APPLEWORKS FILES            Escape: Add Files

    Main Menu
      Add Files
        AppleWorks files
        Disk volume /SENATORS has 98K available
            Name           Type of file    Size    Date      Time
        ==========================================================
        Letter Template    Word Processor    2K   1/19/88
        Senators           Data Base        36K   2/02/88

Use Right Arrow to choose files, Left Arrow to undo              13K Avail.
```

Figure 14

4. To select the Senators file, use the Down Arrow key to highlight it. Then press Return. The Senators file will load onto the *AppleWorks* Desktop so you can see and work with the contents.



```
File: Senators                REVIEW/ADD/CHANGE               Escape: Main Menu

Selection: All records


Last Name First Sta Party Elect Term Up Sex Marital Occup Birth Relig Education
===============================================================================
Murkowski Frank AK  R     1980  1992     M  Married Banke 1933  Roman U. of San
Stevens   Ted   AK  R     1970  1990     M  Married Lawye 1923  Episc BA U. of
Heflin    Howel AL  D     1978  1990     M  Married Lawye 1921  Metho BA Birmin
Shelby    Richa AL  D     1986  1992     M  Married Lawye 1934  Presb AB & LLB
Bumpers   Dale  AR  D     1974  1992     M  Married Lawye 1925  Metho U. of AR;
Pryor     David AR  D     1978  1990     M  Married Lawye 1934  Presb BA & LLB
DeConcini Denni AZ  D     1976  1988     M  Married Lawye 1937  Roman BA & LLB
McCain    John  AZ  R     1986  1992     M  Married Naval 1936  Episc BS US Nav
Wilson    Pete  CA  R     1982  1988     M  Married Lawye 1933  Prote BA Yale U
Cranston  Alan  CA  D     1968  1992     M  Married Journ 1914  Prote Pomona Co
Armstrong Willi CO  R     1978  1990     M  Married Broad 1937  Luthe Tulane U.
Wirth     Timot CO  D     1986  1992     M  Married Educa 1939  Episc AB & MEd
Weicker,  Lowel CT  R     1970  1988     M  Married Lawye 1931  Episc BA Yale U
Dodd      Chris CT  D     1980  1992     M  Divorce Lawye 1944  Roman BA Provid
Biden, Jr Josep DE  D     1972  1990     M  Married Lawye 1942  Roman BA U. of
-------------------------------------------------------------------------------
Type entry or use @ commands                                      @-? for Help
```

Figure 15

NOTE: If you have only one disk drive, exchange disks when advised by the Message line.

General Procedure

1. From the MAIN MENU, select Choice 1, Add Files to the Desktop, and press Return.
2. When the ADD FILES MENU appears, select Choice 1, The Current Disk, and press Return.
3. When the APPLEWORKS FILES MENU appears, use the Up and Down Arrow keys to highlight the file you want to load. Then press Return.

   If you want to load more than one file, highlight the first one and then press the Right Arrow key. An arrow will appear next to the file name. Continue highlighting and pressing the Right Arrow key for each file you want to load. Then press Return. Each of these files will then be loaded onto the Desktop. When the Desktop Index appears, highlight the file you want to work with, and press Return.

   The contents of the file will appear on the screen.

AIM 3: Data-base Browsing in Multiple-record Layout

What you see on the screen is part of the Senators data base. The entire file is on the Desktop, but because the file is so large, you cannot see all of the information at the same time.

Data-base files are made up of individual *records* containing *entries* under the various *categories* of information. In this file, each record has information about one senator. The category names are listed across the top of the screen (Last Name, First Name, etc.).

The Senators data base is displayed on your screen in multiple-record layout, which means all the records are available for viewing, fifteen records at a time. Because there are so many categories in this file, however, they cannot all be seen at the same time in multiple-record layout. (You will learn how to view all the categories in the following AIM.) To see additional records, you must browse through this file by moving the cursor (the small blinking underline symbol). There are several ways to do this.

Exercise: Browsing Through the Senators Data-base File

To begin this exercise, the Senators data-base file should be on your Desktop, and the cursor should be at the top of the file.

1. Press the Down Arrow key to move the cursor to the record of Pete Wilson. Each key press will move the cursor down one record.
2. With the cursor at Pete Wilson, hold down the Open-Apple key, and press the Down Arrow key twice. The cursor should then be under the name Dan Quayle.
3. With the cursor at Dan Quayle, hold down the Open-Apple key and press the 2 key, to move the cursor to the name Lowell P. Weicker.

NOTE: For the remainder of the AIMs, we will refer to the Open-Apple key simply as the Apple key. On the Apple IIe *computer, the Open-Apple key appears on your screen as a highlighted* A. *When you see a key combination using the Open-Apple key, hold down the Open-Apple key while pressing the other key.*

General Procedure

Method 1: Press the Down Arrow key to move the cursor down through the file. As you get to the bottom of the screen, the top record will *scroll* off the top of the screen and be replaced at the bottom by a new record. Each time you press the Down Arrow key, the cursor will move to the next record. The Arrow keys are all repeating keys. That is, if you keep pressing the Down Arrow key, the cursor will move quickly down through the records of information. The Up Arrow key will move the cursor up in the same manner.

Method 2: To move quickly through the file in multiple-record layout, hold down the Apple key while you press the Down Arrow key. If the cursor is not at the bottom of the screen, this will move it to the bottom. If it is at the bottom, each keypress will move it down one screen. If you press the Apple key and the Up Arrow key, the cursor will move up through the file at the same pace.

Method 3: AppleWorks divides any file into eight equal parts. To move quickly from one part to another, hold down the Apple key and press a number key (1 through 9). This will move you to that part of the file. For example, Apple-9 will move you directly to the end of the file. Apple-1 will move you to the beginning of the file. Apple-5 will move you to somewhere near the middle of the file.

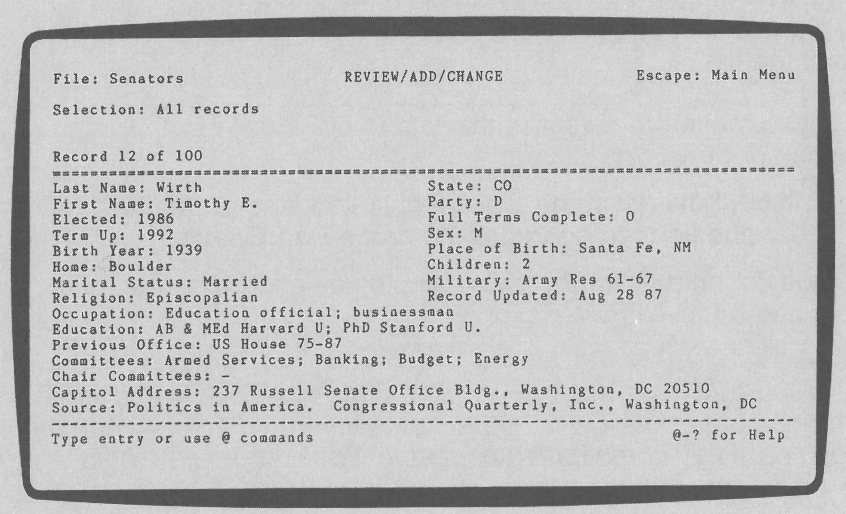
AIM 4: Single-record Data-base Layout

The multiple-record data-base layout you have been working with lists all the records in the data base, but only shows some of the categories for each record. For some of your work, you will want to see the full contents of an individual senator's data-base record. You can see the entire record for one senator, using the *single-record layout.*

Exercise: Zooming to a Single Record in the Senators Data Base

To begin this exercise, the Senators data-base file should be on your screen.

1. In multiple-record layout, move the cursor to the record for Timothy Wirth.
2. Press Apple-Z to zoom in on the entire record. Your screen should appear as shown in Figure 16.



```
File: Senators                 REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: All records


Record 12 of 100
===============================================================================
Last Name: Wirth                        State: CO
First Name: Timothy E.                  Party: D
Elected: 1986                           Full Terms Complete: 0
Term Up: 1992                           Sex: M
Birth Year: 1939                        Place of Birth: Santa Fe, NM
Home: Boulder                           Children: 2
Marital Status: Married                 Military: Army Res 61-67
Religion: Episcopalian                  Record Updated: Aug 28 87
Occupation: Education official; businessman
Education: AB & MEd Harvard U; PhD Stanford U.
Previous Office: US House 75-87
Committees: Armed Services; Banking; Budget; Energy
Chair Committees: -
Capitol Address: 237 Russell Senate Office Bldg., Washington, DC 20510
Source: Politics in America.  Congressional Quarterly, Inc., Washington, DC
-------------------------------------------------------------------------------
Type entry or use @ commands                                       @-? for Help
```

Figure 16

General Procedure

1. To get to single-record layout from multiple-record layout, move the cursor to the record you wish to see, and press Apple-Z.

   In single-record layout, you can use the Up or Down Arrow keys to move the cursor through the individual records in the file. You can also use the Apple-Up Arrow and the Apple-Down Arrow keys to move the cursor from one record to another.

2. To zoom back to multiple-record layout, press Apple-Z again. You can go back and forth between the two layouts as often as you like, using Apple-Z.

AIM 5: Selecting Data-base Records

The Senators data-base file contains information on all the members of the U.S. Senate. Sometimes you will want to look at information for certain senators, rather than all the senators. You can do this by changing the *record selection rules*.

Record selection rules determine which records appear on the screen or in a printed report. When you first load a data-base file onto the Desktop, these rules are set so that *all* the records in a file are displayed on the screen. Using the Apple-R command in *AppleWorks,* you can change the record selection rules so that only the records you specify will appear on the screen.

This AIM will teach you how to change the record selection rules.

Exercise: Selecting Records in the Senators Data Base

The goal of this exercise is to select the records for the senators named Hatfield or Adams.

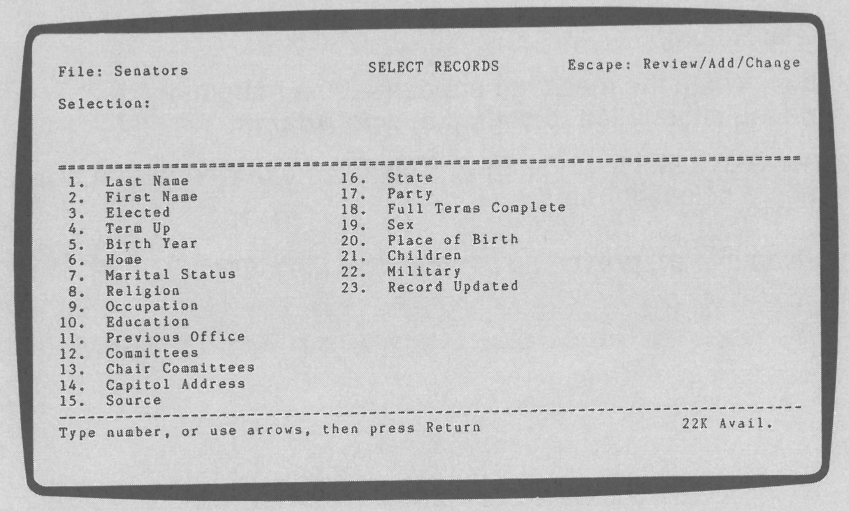
1. Load the Senators data-base file onto the Desktop from Side 1 of the Senators disk.

   At the top-left corner of the screen, you will see the words "Selection: All Records." This means all records are available for viewing, and if you give the print command, every record in the file will be printed.

NOTE: If Selection does not show All Records, press Apple-R, highlight Yes on the Message line, and press Return. This will return the selection status to All Records.

2. Press Apple-R (for Rules) to change the record selection rules.

   A screen will appear listing the categories in the Senators data-base file. This is the Select Records screen. It acts as the CATEGORY MENU. You will choose one of these categories.



```
File: Senators                    SELECT RECORDS        Escape: Review/Add/Change

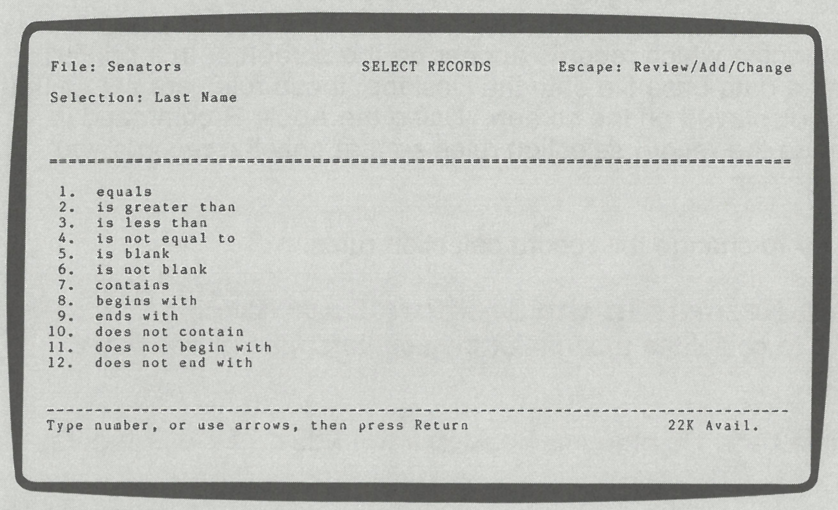
Selection:


================================================================================
 1.  Last Name                16.  State
 2.  First Name               17.  Party
 3.  Elected                  18.  Full Terms Complete
 4.  Term Up                  19.  Sex
 5.  Birth Year               20.  Place of Birth
 6.  Home                     21.  Children
 7.  Marital Status           22.  Military
 8.  Religion                 23.  Record Updated
 9.  Occupation
10.  Education
11.  Previous Office
12.  Committees
13.  Chair Committees
14.  Capitol Address
15.  Source
--------------------------------------------------------------------------------
Type number, or use arrows, then press Return                         22K Avail.
```

Figure 17

3. Choose Category 1, Last Name.

   The screen will change and a list of 12 choices will appear. This screen acts as a COMPARISON MENU.



```
File: Senators              SELECT RECORDS         Escape: Review/Add/Change

Selection: Last Name

==============================================================================

 1.  equals
 2.  is greater than
 3.  is less than
 4.  is not equal to
 5.  is blank
 6.  is not blank
 7.  contains
 8.  begins with
 9.  ends with
10.  does not contain
11.  does not begin with
12.  does not end with

------------------------------------------------------------------------------
Type number, or use arrows, then press Return                  22K Avail.
```

Figure 18

4. Highlight Choice 7, Contains.

   Look at the Message line. You are asked to type in the information you want to compare with information already in the data base. What you are actually doing is asking *AppleWorks* to search through the entire data base to find text that *contains,* or matches, the information you are about to type.

5. Type the name **Hatfield**, and press Return.

   The next screen is the CONNECTOR MENU. It contains two options, Or and And. Remember, you want to find all records in which the last name is either Hatfield or Adams.

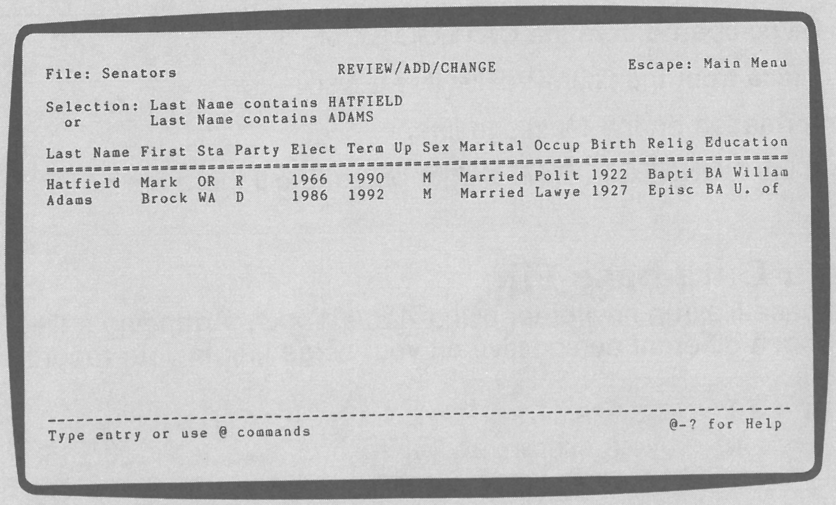
6. Select Choice 2, Or. Press Return.

7. Now repeat Steps 3 and 4. When the message appears at the bottom of the screen asking you to type the information to compare, type **Adams**.

8. When you have completed these steps, press Esc. This tells *AppleWorks* you are finished entering new record selection rules.

NOTE: For only one comparison choice, press Esc the first time the CONNECTOR MENU appears.

In summary, you have asked *AppleWorks* to search through the Last Name category in the Senators data base, to find text that contains the words Hatfield or Adams. Once the search is completed, two names will appear on your screen, Mark Hatfield and Brock Adams. The new record selection rules will appear in the top-left corner of the screen.



```
File: Senators                 REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: Last Name contains HATFIELD
  or       Last Name contains ADAMS

Last Name First Sta Party Elect Term Up Sex Marital Occup Birth Relig Education
===============================================================================
Hatfield  Mark  OR  R      1966  1990    M   Married Polit 1922  Bapti BA Willam
Adams     Brock WA  D      1986  1992    M   Married Lawye 1927  Episc BA U. of









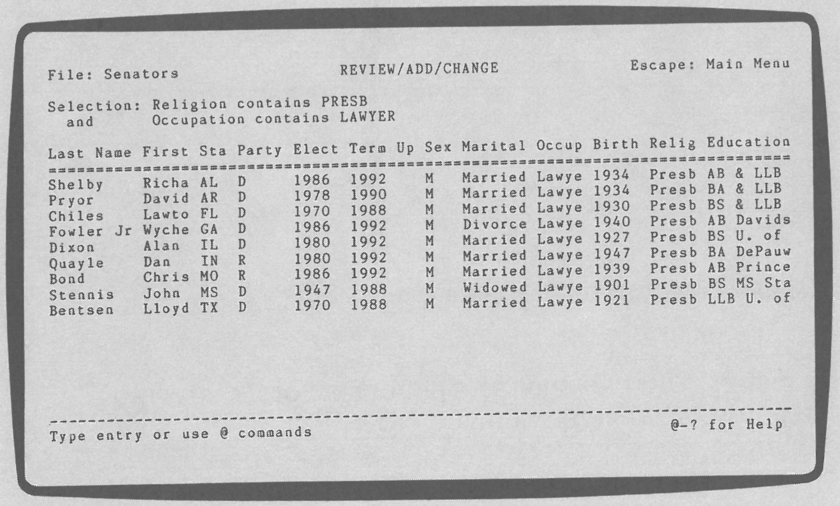


-------------------------------------------------------------------------------
Type entry or use @ commands                                       @-? for Help
```

Figure 19

Now let's change the record selection rules to make a more complex selection from the Senators data base. Select all the records of senators whose religion is Presbyterian and whose occupation is listed as lawyer.

9. Press Apple-R and highlight No. The CATEGORY MENU will reappear.
10. Highlight Religion, Contains, and then type **presb** (it is not necessary to spell out the entire word).
11. Highlight And, Occupation, Contains, and then type **lawyer**. Press Return.
12. Press Esc to end the record selection rule changes. Nine records should appear on your screen.



```
File: Senators                 REVIEW/ADD/CHANGE              Escape: Main Menu

Selection: Religion contains PRESB
  and      Occupation contains LAWYER

Last Name First Sta Party Elect Term Up Sex Marital Occup Birth Relig Education
===============================================================================
Shelby    Richa AL  D      1986  1992    M   Married Lawye 1934  Presb AB & LLB
Pryor     David AR  D      1978  1990    M   Married Lawye 1934  Presb BA & LLB
Chiles    Lawto FL  D      1970  1988    M   Married Lawye 1930  Presb BS & LLB
Fowler Jr Wyche GA  D      1986  1992    M   Divorce Lawye 1940  Presb AB Davids
Dixon     Alan  IL  D      1980  1992    M   Married Lawye 1927  Presb BS U. of
Quayle    Dan   IN  R      1980  1992    M   Married Lawye 1947  Presb BA DePauw
Bond      Chris MO  R      1986  1992    M   Married Lawye 1939  Presb AB Prince
Stennis   John  MS  D      1947  1988    M   Widowed Lawye 1901  Presb BS MS Sta
Bentsen   Lloyd TX  D      1970  1988    M   Married Lawye 1921  Presb LLB U. of




-------------------------------------------------------------------------------
Type entry or use @ commands                                       @-? for Help
```

Figure 20

General Procedure

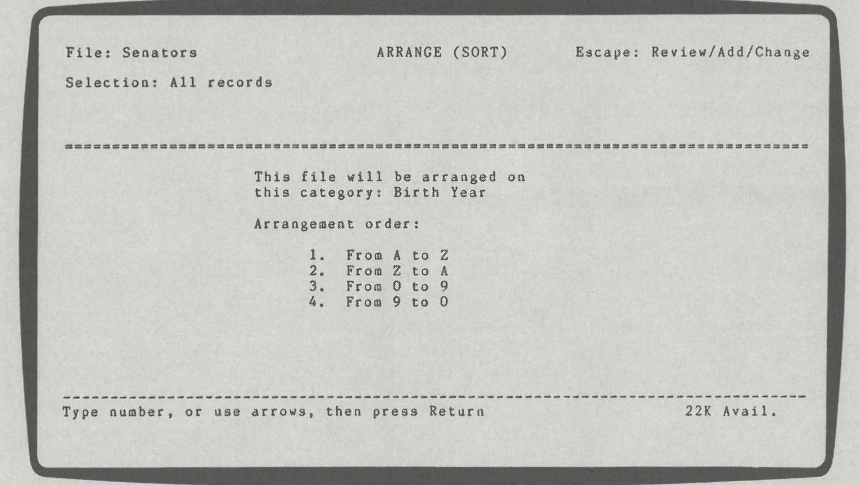
1. Load the data-base file onto the Desktop.
2. Notice the words "Selection: All Records" at the top-left corner of the screen.
3. Press Apple-R.
4. Choose the category to be compared from the CATEGORY MENU.
5. Select the comparison choice from the COMPARISON MENU.
6. Enter the comparison information on the Message line.
7. Choose a connector from the CONNECTOR MENU, or press Esc if there are no further comparisons.

AIM 6: Arranging a Data-base File

It is easy to arrange a data-base file in a new order using *AppleWorks*. Arranging a file enables you to see things from a different perspective on your screen, or in your reports.

Exercise: Arranging the Senators Data Base in a New Order

1. With the Senators data-base file on your screen, and all records selected, zoom to multiple-record layout, if you are not already in that format.
2. Move the cursor to the beginning of the file. You will rearrange the Senators data-base file so the records are in order by year of birth.
3. Move the cursor to the Birth Year category by pressing the Tab key nine times. (Tab moves the cursor forward, or to the right. Apple-Tab moves the cursor backward, or to the left.)
4. Press Apple-A. The ARRANGE (SORT) MENU will appear.



```
File: Senators                  ARRANGE (SORT)        Escape: Review/Add/Change
Selection: All records


===============================================================================
                      This file will be arranged on
                      this category: Birth Year

                      Arrangement order:

                            1.  From A to Z
                            2.  From Z to A
                            3.  From 0 to 9
                            4.  From 9 to 0




-------------------------------------------------------------------------------
Type number, or use arrows, then press Return                       22K Avail.
```

Figure 21

Notice the choices on the menu. You can choose alphabetical order, reverse alphabetical order, numeric order, or reverse numeric order.

5. Select Choice 3, From 0 to 9, and the file will quickly rearrange into numeric order by year of birth. Now you can see how old some of the senators really are!

   You can also arrange a subset, or portion, of your file. Use Apple-R to change the record selection rules to select the subset of the file. Then use Apple-A to arrange this smaller portion of the file.

General Procedure

1. With the data-base file on the screen, use the Tab key and Apple-Tab to place the cursor in the category to be arranged.
2. Press Apple-A.
3. Select your arrangement choice from the ARRANGE (SORT) MENU and press Return.

AIM 7: Printing Single Data-base Records and Data-base Reports

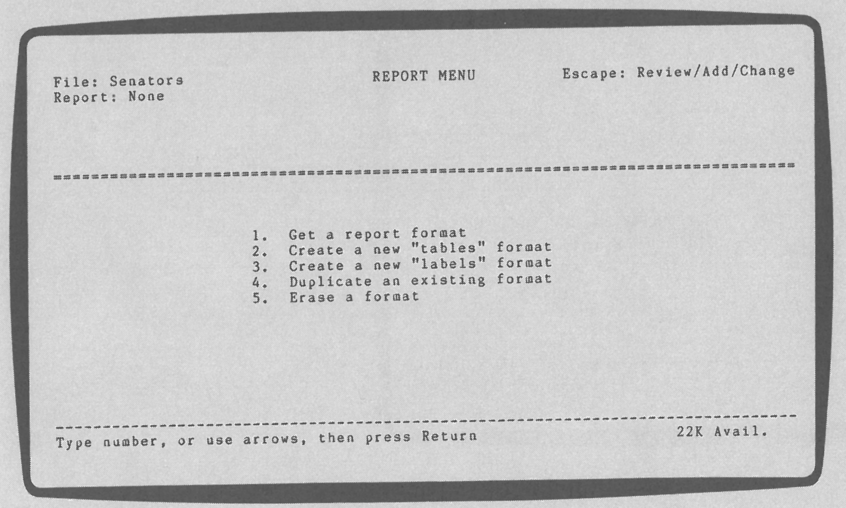
There are two ways to print out information from a data-base file. You can print out individual records as they appear in single-record layout, or you can manipulate the multiple-record layout screen, and print out a report format. When you print out a report, you can choose which records you want to include. There are two styles of report formats: tables and labels.

To print out an individual record, zoom to that record in single-record layout. Then press Apple-H (for Hard copy), and what you see on the screen will be printed out.

The following exercise describes how to print a data-base report.

Exercise: Printing a Report from the Senators Data-base File

1. With the Senators data base on your screen, press Apple-P (for Print). The REPORT MENU will appear on the screen.



```
File: Senators                     REPORT MENU          Escape: Review/Add/Change
Report: None


=================================================================================

                         1.  Get a report format
                         2.  Create a new "tables" format
                         3.  Create a new "labels" format
                         4.  Duplicate an existing format
                         5.  Erase a format



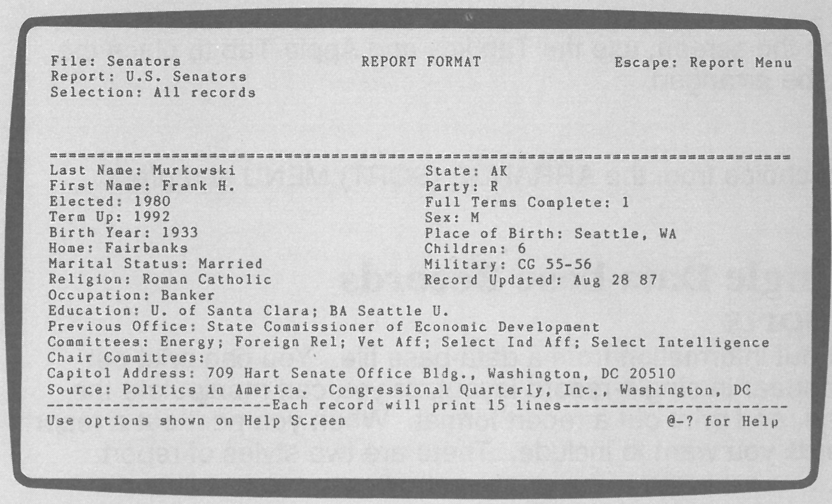
---------------------------------------------------------------------------------
Type number, or use arrows, then press Return                          22K Avail.
```

Figure 22

2. Select Choice 1, Get a Report Format.

   For purposes of this activity, a report format has already been prepared and stored on the disk.

3. Select the report format, U.S. Senators, from the REPORT CATALOG. The screen shows how your report will look when printed. This report format is in "labels" style.



```
File: Senators                     REPORT FORMAT                 Escape: Report Menu
Report: U.S. Senators
Selection: All records

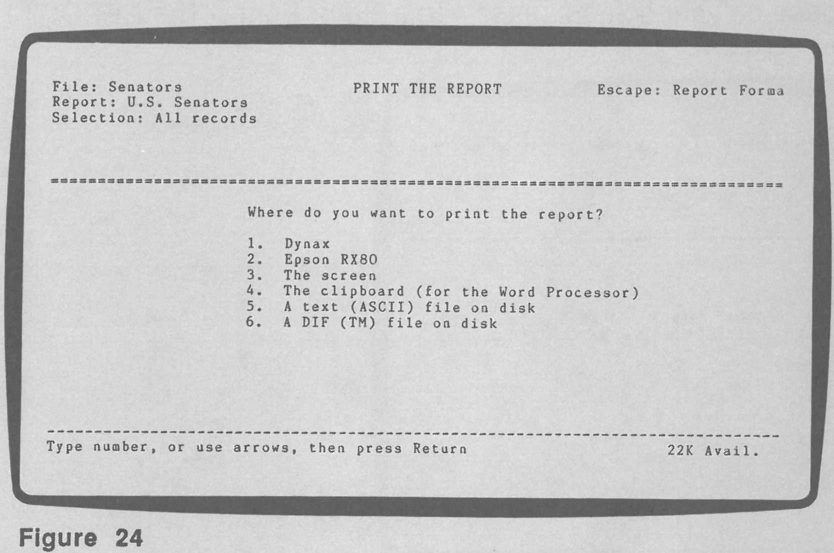

================================================================================
Last Name: Murkowski                          State: AK
First Name: Frank H.                          Party: R
Elected: 1980                                 Full Terms Complete: 1
Term Up: 1992                                 Sex: M
Birth Year: 1933                              Place of Birth: Seattle, WA
Home: Fairbanks                               Children: 6
Marital Status: Married                       Military: CG 55-56
Religion: Roman Catholic                      Record Updated: Aug 28 87
Occupation: Banker
Education: U. of Santa Clara; BA Seattle U.
Previous Office: State Commissioner of Economic Development
Committees: Energy; Foreign Rel; Vet Aff; Select Ind Aff; Select Intelligence
Chair Committees:
Capitol Address: 709 Hart Senate Office Bldg., Washington, DC 20510
Source: Politics in America. Congressional Quarterly, Inc., Washington, DC
------------------------Each record will print 15 lines-------------------------
Use options shown on Help Screen                                   @-? for Help
```

Figure 23

4. Rather than printing the records for all the senators at this point, change the record selection rules and select only those senators whose marital status is Single.

5. Check that your printer is turned on and the paper is properly aligned.

6. Press Apple-P for the next menu. Select your printer from the PRINTER MENU.



```
File: Senators                     PRINT THE REPORT              Escape: Report Forma
Report: U.S. Senators
Selection: All records


================================================================================
                   Where do you want to print the report?

                   1.  Dynax
                   2.  Epson RX80
                   3.  The screen
                   4.  The clipboard (for the Word Processor)
                   5.  A text (ASCII) file on disk
                   6.  A DIF (TM) file on disk





--------------------------------------------------------------------------------
Type number, or use arrows, then press Return                       22K Avail.
```

Figure 24

7. Enter today's date on the Message line in MM/DD/YY format, or press Return.

8. When the question, "How many copies?" appears on the Message line enter the number of copies you want to print.
9. Press Return to print the report.

What happened to the rest of the data-base records? After the report is printed, press Apple-R again and see what happens. *AppleWorks* will ask if you want to select all the records again. Highlight Yes, and all the records will return to the active Desktop area.

NOTE: When you give the print command, you may be offered a choice of report formats from which to choose. You can see what each one will look like when it is printed by following these steps:

1. *Select a report format and press Return. The report format will appear on the screen. (Tables-style formats will appear on the lower third of the screen.)*
2. *If this is the report format you wish to use, continue the sequence by pressing Apple-P. If you want to see another report format, press Esc to return to the REPORT MENU.*
3. *When you are back at the REPORT CATALOG, select another format and preview it in the same way. Using this procedure, you can preview the report formats, to decide which one is most appropriate for what you are trying to do.*

General Procedure

1. Check that your printer is turned on and the paper is properly aligned.
2. Press Apple-P.
3. Select Choice 1, Get a Report Format, from the REPORT MENU.
4. Select a report format from the REPORT CATALOG.
5. Look at the screen to make sure this is the report format you expected.
6. Press Apple-P.
7. Select a printer from the PRINTER MENU.
8. Type the date of the report, or press Return.
9. Type in the number of copies, and press Return to print the report.

AIM 8: Removing Files from the Desktop

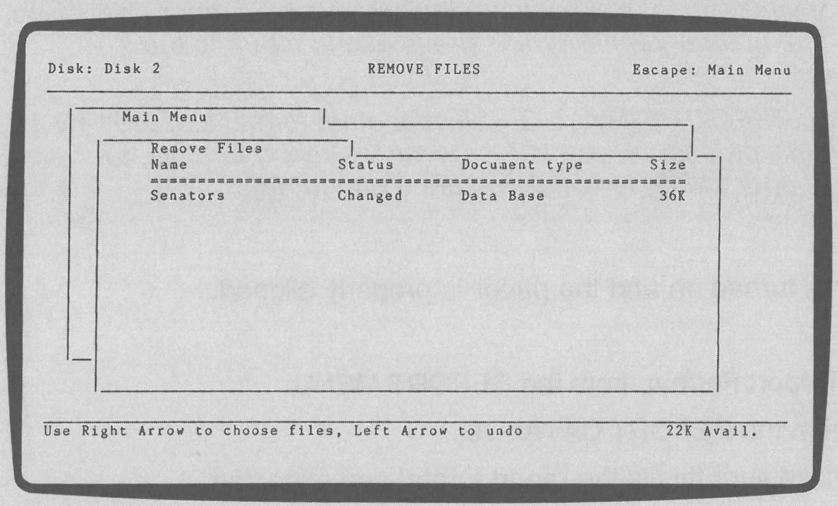
If the *AppleWorks* Program is already loaded when you sit down to use the computer, start your work session by clearing the Desktop of any files left there by other students.

At the end of your work session, remove all files from the Desktop and leave the computer with the MAIN MENU on the screen.

Exercise: Removing the Senators File from the Desktop

To begin this exercise, you should have the Senators file on the Desktop.

1. If you are not at the MAIN MENU, press the Esc key until the MAIN MENU appears.
2. Select Choice 4, Remove Files from the Desktop. The REMOVE FILES MENU will appear on the screen listing the files currently on the Desktop.



```
Disk: Disk 2                  REMOVE FILES                 Escape: Main Menu

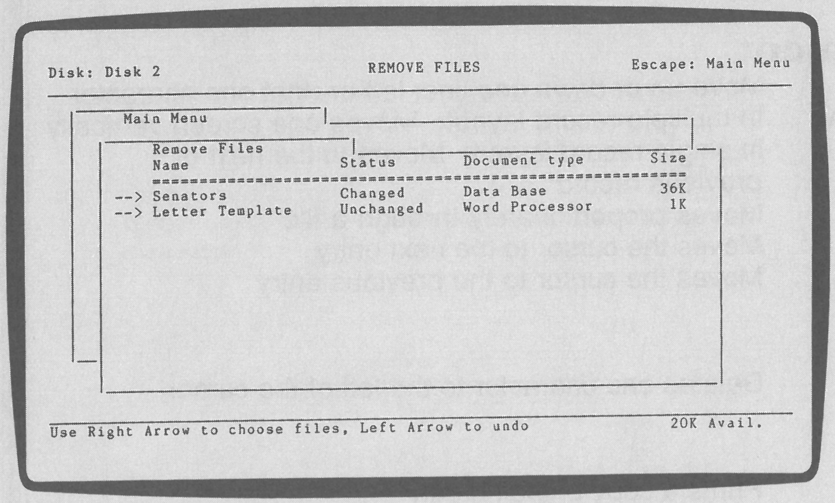
     Main Menu
         Remove Files
         Name              Status       Document type          Size
         ==========================================================
         Senators          Changed      Data Base               36K

Use Right Arrow to choose files, Left Arrow to undo            22K Avail.
```

Figure 25

3. Select and remove the Senators file from your Desktop by highlighting the file name and pressing Return.

NOTE: To remove more than one file at a time, select each file by first highlighting it and then pressing the Right Arrow key. You will see an arrow marker in front of each file you select. (See Figure 26.) Press Return to remove all selected files from the Desktop. The MAIN MENU will then appear, and you can continue working.



```
Disk: Disk 2                    REMOVE FILES                 Escape: Main Menu

      Main Menu
          Remove Files
          Name                  Status      Document type        Size
          ===========================================================
      --> Senators              Changed     Data Base             36K
      --> Letter Template       Unchanged   Word Processor         1K

Use Right Arrow to choose files, Left Arrow to undo           20K Avail.
```

Figure 26

General Procedure

1. From the MAIN MENU, select Choice 4, Remove Files from the Desktop.
2. Select the file(s) you wish to remove. When you press Return, the file(s) will be removed from the Desktop. In some cases, the Message line will prompt you through a series of questions about saving a changed file before removing it from the Desktop.

DATA-BASE QUICK GUIDE

Cursor Movement

Arrow keys	Move up or down one line; left or right one character
Apple-Up/Down Arrow	In multiple-record layout: Moves one screen vertically In single-record layout: Moves to the next or previous record
Apple-1 through 9	Moves proportionately through a file
Tab key	Moves the cursor to the next entry
Apple-Tab	Moves the cursor to the previous entry

Delete

Delete key	Deletes one character to the left of the cursor

Print

Apple-H	Prints a copy of the screen
Apple-P	Begins normal print sequence

Miscellaneous

Apple-A	Arranges or sorts a category
Apple-N	Changes the name of a file
Apple-Q	Switches to another Desktop file
Apple-R	Changes record selection rules
Apple-Z	Zooms between single-record and multiple-record layouts
Esc	Returns to a previous step or menu
Apple-?	Displays the Help screen

USING THE WORD PROCESSOR

These AIMs will teach you how to use the *AppleWorks* word processor.

To begin, you should have working copies of the *AppleWorks* Startup and Program disks, along with a copy of the Senators data disk.

AIM 9: Loading a Word-processor File

Text you type on the *AppleWorks* word processor will be stored in a word-processor file. These files are saved on data disks, such as the Senators data disk. When you load a word-processor file, *Appleworks* copies the file from the data disk onto the Desktop.

Some of the *AppleWorks* concepts you learned for data-base files will be used for word-processor files as well.

Exercise: Loading the Letter Template File

1. From the MAIN MENU, Select Choice 1, Add Files to the Desktop, and press Return. The ADD FILES MENU will appear on the screen.

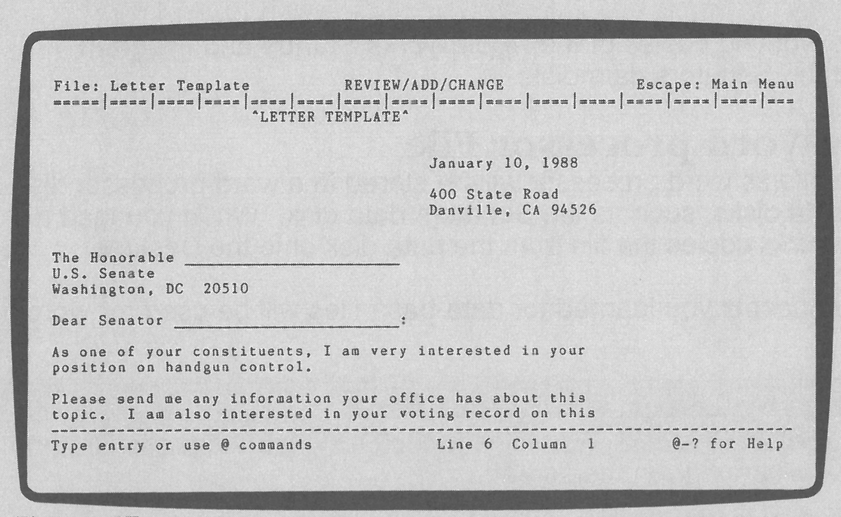
2. Insert Side 1 of the Senators data disk into Drive 2, and close the drive door.

3. Highlight Selection 1, The Current Disk, from the ADD FILES MENU, and press Return.

NOTE: If you have one disk drive, the Message line will tell you when to insert the data disk into Drive 1. When the message appears, open the door to the disk drive, remove the Program disk, insert Side 1 of the Senators data disk, and close the door of the drive. Later, the Message line will tell you when to remove the data disk and insert the Program disk again.

The APPLEWORKS FILES MENU will appear on your screen. This is a list of the data files available on this side of the data disk.

4. The Letter Template file is already highlighted. To select it, press Return. The Letter Template file will load onto the *AppleWorks* Desktop so you can see and work with the contents.



```
File: Letter Template          REVIEW/ADD/CHANGE              Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===
                     ^LETTER TEMPLATE^

                                             January 10, 1988

                                             400 State Road
                                             Danville, CA 94526

The Honorable ____________________
U.S. Senate
Washington, DC  20510

Dear Senator ____________________:

As one of your constituents, I am very interested in your
position on handgun control.

Please send me any information your office has about this
topic.  I am also interested in your voting record on this
--------------------------------------------------------------------------------
Type entry or use @ commands           Line 6  Column  1         @-? for Help
```

Figure 27

NOTE: If you have only one disk drive, exchange disks when told by the Message line.

General Procedure

1. From the MAIN MENU, select Choice 1, Add Files to the Desktop, and press Return.
2. When the ADD FILES MENU appears, select Choice 1, The Current Disk, and press Return.
3. When the APPLEWORKS FILES MENU appears, use the Up and Down Arrow keys to highlight the file you want to load. Then press Return.

   If you want to load more than one file, highlight the first one and then press the Right Arrow key. An arrow will appear next to the file name. Continue highlighting and pressing the Right Arrow key for each file you want to load. Then press Return. Each of these files will be loaded onto the Desktop. When the Desktop Index appears, highlight the file you want to work with, and press Return.

   The contents of the file will appear on the screen.

AIM 10: Browsing Through a Word-processor File

Some word-processor files contain more information than the screen can display at one time. When this happens, you can see the rest of the file by browsing through it. This AIM will teach you three ways to browse.

Exercise: Browsing Through the Letter Template File

1. Browse through the Letter Template file using the Down Arrow key until you come to the name Jane Smith at the end of the file.
2. With the cursor at "Jane Smith," how many times do you have to press the Apple and Up Arrow keys to return to the beginning of the file?
3. With the cursor at the beginning of the file, press Apple-7 to see what appears on the screen.

General Procedure

Method 1: Press the Down Arrow key to move the cursor down through the file. As you get to the bottom of the screen, the top line of text will scroll off the top of the screen and be replaced at the bottom by a new line. Each time you press the Down Arrow key, the cursor will move to the next line of information. The Arrow keys are all repeating keys. That is, if you keep pressing the Down Arrow key, the cursor will quickly move down through the lines of text.

Method 2: To move quickly through the word-processor file, hold down the Apple key while you press the Down Arrow key. If the cursor is not at the bottom of the screen, the first press will move it there. If the cursor is at the bottom of the screen, each keypress will bring the cursor to the bottom of the next screen of text. If you hold down the Apple key while you press the Up Arrow key, the cursor will move up through the text in the same manner.

Method 3: *AppleWorks* divides any file into eight equal parts. To move quickly from one part to another, hold down the Apple key and press one of the number keys (1 through 9). This will move the cursor to that part of the file. For example, Apple-9 will move you directly to the end of the file. Apple-1 will move you to the beginning of the file. Apple-5 will move you to somewhere near the middle of the file.

AIM 11: Changing (or Revising) a Word-processor File

Using a word processor is like using a typewriter, except that what you type appears on a screen instead of on paper. One difference, though, is that when you use a typewriter, you must press the Return key at the end of each line of type. But in word processing, when you get to the end of a line, the wordwrap feature automatically moves the cursor to the next line. You only press Return at the end of a paragraph, or when you want to create blank lines. Another difference is that as you type, you can make changes by inserting information into, or deleting information from, any part of a word-processor file you are working on.

In your first word-processing exercise, you will fill in (or insert) the name of the Senator to whom you are writing. You will also learn how to delete words from a file.

Exercise: Changing the Letter Template File

1. Load the Letter Template word-processor file onto the Desktop from Side 1 of the Senators data disk.
2. Use the Arrow keys to move the cursor to the Underline after the words "The Honorable." Press Apple-D (for Delete), then highlight the Underline using the Right Arrow key. Press Return to delete the Underline.
3. Type in the name of the Senator to whom you are writing. Don't press Return when you are finished.

NOTE: If you make errors while typing, use the Delete key, located at the top-right side of the keyboard, to delete characters. Each press of the Delete key will erase one character to the left of the blinking cursor. Use the Arrow keys to position the cursor for deleting characters.

4. Delete the underline and fill in the blank after "Dear Senator."
5. Move the cursor to the name Jane Smith. Delete that name, and type in your name, and the name of your partner.

When you have typed the Senator's name in the appropriate places, and typed in your names, you will have completed the first word-processor activity. Before you print the file with these changes, you will rename it and save it to your data disk. You will learn how to do this in AIMs 12 and 13.

General Procedure

1. Load the word-processor file onto the Desktop.
2. Use the Arrow keys to move the cursor to the place you want to make changes.
3. To delete, use the Arrow keys to move the cursor to the right of the information to be deleted, and press the Delete key. Or, move the cursor to the beginning of the words to be deleted, press Apple-D, highlight the text to be deleted, and press Return.
4. To insert text, just start typing.

AIM 12: Renaming a Word-processor File

You have just revised (or changed) the contents of a word-processor file. Actually, you have only changed the *copy* of the Letter Template file on the Desktop. The original Letter Template file on the Senators data disk has *not* been changed. However, if you save the Letter Template file now, the revised file will *replace* the original file on the Senators data disk. Other students will use this disk and file to complete these practice activities, so you don't want to change the original file on the data disk! Instead, you will save the file under a new name. This AIM will teach you how to rename a word-processor file.

Exercise: Renaming the Letter Template File

To begin this exercise you must have the Letter Template file on your screen with the revisions made in AIM 11.

1. Press Apple-N (for Name). The current file name will appear on the Message line next to the words "Type Filename." *AppleWorks* is prompting you to enter a new name. First, you should erase the old name.
2. Press Apple-Y (for Yank), and the old file name will disappear. Apple-Y deletes text from the cursor to the end of the line.
3. Type a new file name. For this exercise, use your name as the name for this file. A file name can be up to 15 characters long, and can contain spaces and periods.
4. Press Return to complete the name change. Note that the new name appears at the top-left corner of the screen next to the word "File."

General Procedure

1. Press Apple-N while the file is on the screen.
2. Delete the old file name.
3. Enter the new file name on the Message line.

NOTE: File names can be up to 15 characters long, and can contain periods and spaces.

4. Press Return, and the computer will rename the file.

AIM 13: Saving a Word-processor File

Before you print a file you have changed or renamed, you should save it to a data disk. Saving a file is very easy. It's important, however, to think about where you want to save the file, and to make sure the correct disk is in the disk drive.

Exercise: Saving the Renamed Letter Template File

To begin this exercise, you should have the renamed Letter Template file on your screen.

1. If your computer has two disk drives, make sure your Senators data disk is in Drive 2. If your computer has one disk drive, you will be prompted by the Message line when to insert the data disk.
2. Press Apple-S to save the renamed copy of the file to your Senators data disk.

You have now saved a revised version of the Letter Template file to your Senators data disk. The original Letter Template file is still on the data disk as well.

General Procedure

1. Place the data disk on which you want to save the file in the disk drive.
2. Press Apple-S to save the file.

AIM 14: Printing a Word-processor File

This AIM teaches you how to print a word-processor file on paper. You must first have the file you want to print on the Desktop.

NOTE: From now on the renamed Letter Template file will be referred to as "your letter file."

Exercise: Printing Your Letter File

To start this exercise, your letter file should be on your screen.

1. Press Apple-1 to move the cursor to the beginning of the file.
2. Check that your printer is on and the paper is aligned.
3. Hold down the Apple key while you press the P (for Print) key.

4. The Print From options will appear at the bottom of your screen. Leave the highlight on Beginning, and press Return. The PRINTER MENU will then appear.
5. Select the correct printer from the list of printers, and press Return.
6. The Message line will read, "How many copies?" Type in the number of copies you want to print.
7. Press Return. Your printer will print the file. When the printer stops, carefully remove your printout.

General Procedure

1. Move the cursor to the beginning of the file by pressing Apple-1.
2. Check that your printer is on and the paper is properly aligned.
3. Press Apple-P.
4. Select your Print From choice.
5. Select a printer from the PRINTER MENU.
6. Enter the number of copies when requested, and press Return.

AIM 15: Starting a New Word-processor File

So far, you have only used files that someone else created and stored for you on a data disk. You might like to use the *AppleWorks* word processor to take notes or to write an original letter. In this AIM you will learn how to start a new word-processor file.

General Procedure

1. Press Esc to return to the MAIN MENU. (You might want to clear off the Desktop at this time. See AIM 8.)
2. Select Choice 1, Add Files to the Desktop.
3. Select Choice 3, Word Processor.
4. Select Choice 1, From Scratch.
5. You will be prompted to enter a file name. Type a simple name that will help you remember what is in this file. (The name can be up to 15 characters long, and can contain periods and spaces.) After you type the file name, press Return.
6. The screen will turn blank and you will be at the beginning of a new word-processor file. You may enter information just as you would on a typewriter. Remember, you don't need to press Return at the end of a line.

   While you are typing, use the Delete key to delete text. To make changes in text you have already typed, use the Arrow keys to move the cursor to the desired location. Then delete or add text.
7. When you have finished entering information into this new file, save it on your data disk by pressing Apple-S.

AIM 16: Saving Changed Files Before Ending a Session

Now that you have made changes to files, ending an *AppleWorks* session becomes a bit more complex. The goal is to leave the computer with the Desktop clear, but with all your changed files saved to your data disk. *AppleWorks* will ask a series of questions about saving changed files. Answer these questions as they appear.

General Procedure

1. Save your changed or new files on your data disk by pressing Apple-S.
2. Press Esc until you return to the MAIN MENU.
3. Select Choice 4, Remove Files from the Desktop.
4. Answer any questions.
5. If someone else is going to use the program, leave the computer with the MAIN MENU on the screen.
6. Remove your data disk from the drive and insert it into its protective envelope. If you have two drives and you are going to turn off the computer, remove the Program disk from its drive also.

WORD-PROCESSOR QUICK GUIDE

Cursor Movement

Arrow keys	Move up or down one line; left or right one character
Apple-Up/Down Arrow	Moves one screen vertically
Apple-Right/Left Arrow	Moves one word horizontally
Apple-1 through 9	Moves proportionately through a document

Delete

Delete key	Deletes one character to the left of the cursor
Apple-D	Deletes highlighted information
Control-Y	Yanks (or deletes) text from the cursor to the end of the line

Print

Apple-H	Prints a copy of the screen
Apple-P	Begins normal print sequence

Miscellaneous

Apple-N	Changes the name of a file
Apple-Q	Switches to another Desktop file
Apple-S	Saves a file
Esc	Returns to a previous step or menu
Apple-?	Displays the Help screen

ADVANCED *APPLEWORKS* FUNCTIONS

Introduction

The AIMs in this section are designed for students playing the roles of Information Manager, Editor, and Public Affairs Official on the Policy Analysis Teams. These students should read the sections that apply to them to learn how to carry out their responsibilities in each activity.

To begin, you should have the *AppleWorks* Startup and Program disks at your computer station, along with copies of all three Congress data disks.

Role Descriptions

The roles of the Information Manager, Editor, and Public Affairs Official are described below.

Information Manager

The Information Manager is the "keeper" of the team data disks and the primary operator of the computer. It is your responsibility to help your teammates use *AppleWorks*. Your role is very important, and the rest of your team will be relying on you to keep accurate records and to perform certain specialized tasks. You should read all the AIMs below, paying particular attention to AIM 23. This AIM describes how to use the data-base and word-processor applications to conduct an opinion poll.

One of your jobs will be to help your teammates load files from the Congress data disks. The contents of the disks are listed on pages 32-33.

Editor

The Editor edits what others have written. To perform your duties well, you should read AIMs 17, 18, and 19. These AIMs cover additional editing features, enhancing word-processor reports, and recovering from errors.

Public Affairs Official

The Public Affairs Official issues public statements about the team's work. You should work with the Editor to make these statements readable and pleasing to the eye. To help you do this, you should read AIMs 17, 18, and 19. These AIMs cover additional editing features, enhancing word-processor reports, and recovering from errors.

Congress Data Files

The files on the three Congress data disks are listed below. Under Type of File, WP and DB stand for word-processor and data-base file, respectively.

Disk	**Side**	**File Name**	**Type of File**
Senators	Side 1	Letter Template	WP
		Senators	DB
	Side 2	Agenda	WP
		AnalyzePosition	WP
		Bibliography	WP
		Case Study	WP
		Committees.Rep	WP
		Committees.Sen	WP
		HowCongressVote	WP
		Issue Brief	WP
		Scavenger Hunt	WP
		WhoRepresentsUs	WP
Representatives	Side 1	Reps.Midwest	DB
		Reps.West	DB
	Side 2	Reps.East	DB
		Reps.South	DB

Disk	Side	File Name	Type of File
Legislative Process	Side 1	Armed Criminal	WP
		Brady Appeal	WP
		Clay.Gun	WP
		Darden.Gun	WP
		Dodd.Gun	WP
		Garn.Gun	WP
		GunLawFailure	WP
		Hatch.Gun	WP
		Help Police	WP
		JeffersonLetter	WP
		Kasten.Gun	WP
		Kennedy.Gun	WP
		KillingChildren	WP
		Marlenee.Gun	WP
		Mitchell.Gun	WP
		NRA Facts	WP
		Police Chief	WP
		Presser v. IL	WP
		Schneider.Gun	WP
		Schroeder.Gun	WP
		SecondAmendment	WP
		Stevens.Gun	WP
		Stop Carnage	WP
		Torricelli.Gun	WP
		Documents	DB
	Side 2	Gun Control Act	WP
		H.R. 3132	WP
		H.R. 4194	WP
		H.R. 4332	WP
		Interest Groups	WP
		Opinion Poll	WP
		Policy Analysis	WP
		S. 104	WP
		S. 2414	WP
		S. 49	WP
		World Law	WP
		Firearms in US	DB
		How Reps Voted	DB
		How Sen Voted	DB
		Poll Responses	DB

AIM 17: Additional Word-processor Editing Features

For most of your editing, you will use the Arrow keys to move the cursor, and the Delete and Apple-D keys for deleting material. Here are a few more word-processor functions that may be helpful.

Apple-M moves a highlighted block from one place to another within a word-processor document. Place the cursor at the beginning of the information to be moved. Press Apple-M. Select Within Document. Place the cursor at the end of the text to be moved. Then press Return. Move the cursor to the location in the document where you want to move the text. Then press Return. The highlighted information will be deleted from its original location, and moved to the new location.

Apple-C copies a highlighted block from one place to another within a word-processor document. Place the cursor at the beginning of the information to be copied. Press Apple-C. Select Within Document. Place the cursor at the end of the text to be copied. Press Return. Move the cursor to the location in the document where you want to place the copy of the text. Press Return. The highlighted information will appear in the new position. Copying a block of information from one place to another does not delete it from the original position.

Apple-H prints out a hard (or paper) copy of what is on the screen.

Control-B begins and ends Boldface. Move the cursor to the beginning of the text you want to boldface. Press Control-B. A caret will appear to indicate where the boldface will begin. Move the cursor to where you want the boldface to end. Press Control-B again. Another caret will appear to indicate where the boldface will end.

The carets symbolize different print enhancements. To check what a caret stands for, move the cursor under the caret. The Message line at the bottom of the screen shows which print enhancement the caret symbolizes. In this case, the words "Boldface Begin" or "Boldface End" will appear on the Message line.

Control-L begins and ends Underline. Move the cursor to the beginning of the text you want to underline. Press Control-L. A caret will appear to indicate that underlining will begin at that point. Move the cursor to where you want the underlining to end. Press Control-L again. Another caret will appear to indicate the underlining will end at that point.

AIM 18: Enhancing Word-processor Reports

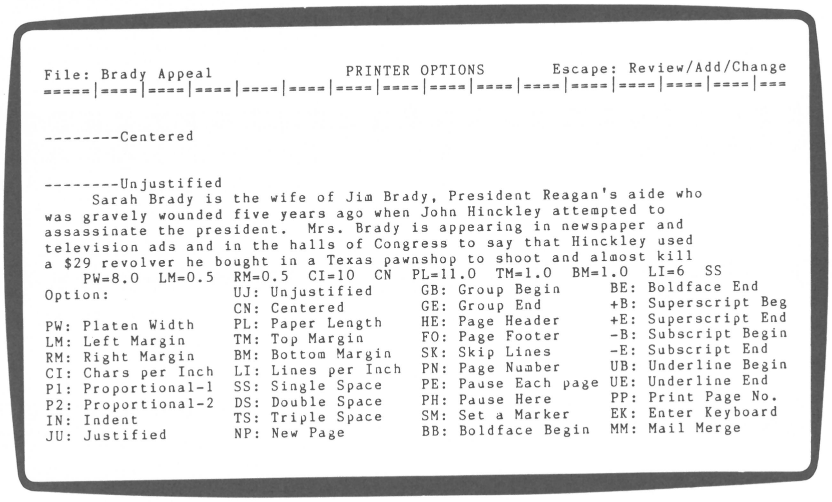
AppleWorks offers a wide variety of print formatting options in the PRINTER OPTIONS MENU. For example, this menu allows you to control margin sizes, line spacing, centering, and underlining.

Using these options, you can improve the appearance and readability of your printed document. But be sure you don't overdo it! A report in which the format is constantly changing is very hard to read.

General Procedure

To set printer options:

1. Move the cursor to the position on the screen where you want the option setting to start.
2. Press Apple-O. This will bring the PRINTER OPTIONS MENU to the screen.



```
File: Brady Appeal              PRINTER OPTIONS      Escape: Review/Add/Change
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===


--------Centered


--------Unjustified
     Sarah Brady is the wife of Jim Brady, President Reagan's aide who
was gravely wounded five years ago when John Hinckley attempted to
assassinate the president.  Mrs. Brady is appearing in newspaper and
television ads and in the halls of Congress to say that Hinckley used
a $29 revolver he bought in a Texas pawnshop to shoot and almost kill
    PW=8.0  LM=0.5  RM=0.5  CI=10  CN  PL=11.0  TM=1.0  BM=1.0  LI=6  SS
Option:             UJ: Unjustified     GB: Group Begin     BE: Boldface End
                    CN: Centered        GE: Group End       +B: Superscript Beg
PW: Platen Width    PL: Paper Length    HE: Page Header     +E: Superscript End
LM: Left Margin     TM: Top Margin      FO: Page Footer     -B: Subscript Begin
RM: Right Margin    BM: Bottom Margin   SK: Skip Lines      -E: Subscript End
CI: Chars per Inch  LI: Lines per Inch  PN: Page Number     UB: Underline Begin
P1: Proportional-1  SS: Single Space    PE: Pause Each page UE: Underline End
P2: Proportional-2  DS: Double Space    PH: Pause Here      PP: Print Page No.
IN: Indent          TS: Triple Space    SM: Set a Marker    EK: Enter Keyboard
JU: Justified       NP: New Page        BB: Boldface Begin  MM: Mail Merge
```

Figure 28

From this menu you can make many format changes to your report. Highlighted across the top of the menu are the default or preset options. These settings can be changed anywhere in a report. The printer will automatically follow the default settings until you change them. If the settings are changed at the top of the report, they will last for the entire document, or until another change is made. If the change is made in the middle of the report, the default settings will be followed up to the point where the new settings take over.

Notice that some options must be turned off at the point where you would like them to end. For example, if you turn Underline on, it will stay on until you set the Underline End option.

3. Set a printer option by typing in the appropriate two-letter code and then pressing Return. In some cases you will also have to type in a number—i.e., to specify a margin setting.

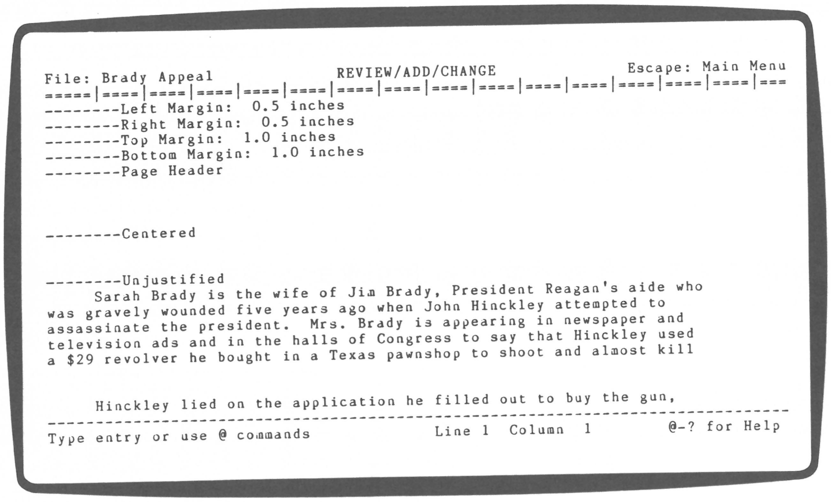
4. After you have set your printer options, press Esc to return to the main body of your report.

You can only set print formatting options from the PRINTER OPTIONS MENU. You cannot print, move the cursor, or type in text until you press Esc to leave this menu. Since switching back and forth can be a bother while you are typing, you may find it easier to set all your printer options after you finish typing.

Here are explanations of some of the most commonly used features on the PRINTER OPTIONS MENU:

LM	sets the Left Margin. Type **LM** and press Return. Then enter a number (it can be in tenths of inches) and press Return.
RM	sets Right Margin. Type **RM** and press Return. Then enter a number (it can be in tenths of inches) and press Return.
TM	sets Top Margin. Type **TM** and press Return. Then enter a number (it can be in tenths of inches) and press Return.
BM	sets Bottom Margin. Type **BM** and press Return. Then enter a number (it can be in tenths of inches) and press Return.
JU	justifies the page so that it is printed with both left and right margins even.
UJ	unjustifies the page so that it is printed with an even left margin and uneven right margin. This is normal typing style.
CN	centers text until UJ or JU is activated.
SS	prints Single Spaces between lines.
DS	prints Double Spaces between lines.
TS	prints Triple Spaces between lines.
NP	starts a New Page, or page break, wherever you place it.
BB	begins Boldface. It works like Control-B.
BE	ends Boldface.
UB	begins Underline. It works like Control-L.
UE	ends Underline.

To view printer options: When you set a printer option, it is marked invisibly in the text. Apple-Z zooms those markings on so that they are visible on the screen.



```
File: Brady Appeal                    REVIEW/ADD/CHANGE                   Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===
---------Left Margin:  0.5 inches
---------Right Margin:  0.5 inches
---------Top Margin:  1.0 inches
---------Bottom Margin:  1.0 inches
---------Page Header


---------Centered


---------Unjustified
     Sarah Brady is the wife of Jim Brady, President Reagan's aide who
was gravely wounded five years ago when John Hinckley attempted to
assassinate the president.  Mrs. Brady is appearing in newspaper and
television ads and in the halls of Congress to say that Hinckley used
a $29 revolver he bought in a Texas pawnshop to shoot and almost kill

     Hinckley lied on the application he filled out to buy the gun,
------------------------------------------------------------------------------------
Type entry or use @ commands              Line 1  Column  1          @-? for Help
```

Figure 29

Pressing Apple-Z again will zoom the markings off the screen so they are not visible. It would be confusing if the options were visible all the time, but from time to time you may want to check them.

AIM 19: Recovering from Errors

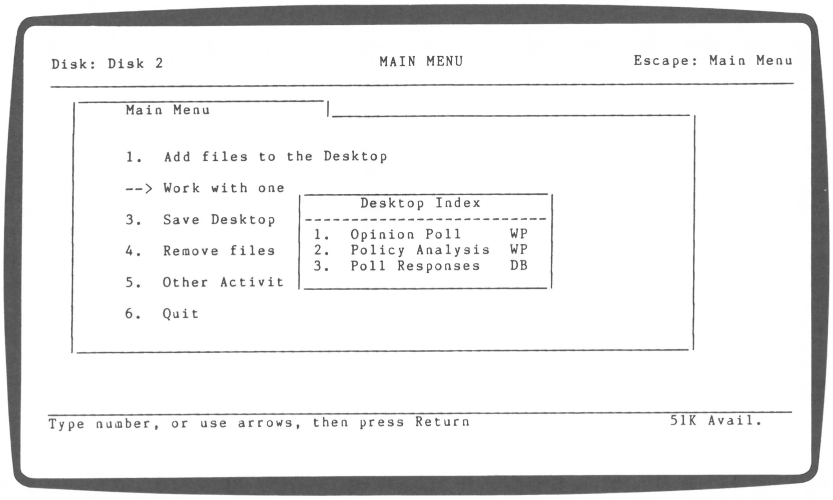
This AIM will show you how to recover from a few of the most common mistakes made when using *AppleWorks.* In the process, you will learn more about how to use *AppleWorks* to your advantage. There are no exercises to perform, but you may want to refer back to this section if you run into one of these problems.

Problem 1: Wanting To Work on Another File on the Desktop

It is quite common to be working on one file on the Desktop, and then to want to switch to another file that has already been loaded on the Desktop.

Solution
There are two ways to switch between files:

Method 1: From within any file, press Esc until you return to the MAIN MENU. Select Option 2, Work with One of the Files on the Desktop. A Desktop Index will appear on the screen.



```
Disk: Disk 2                       MAIN MENU                      Escape: Main Menu
-------------------------------------------------------------------------------------
  | Main Menu                  |
  |                                                                   |
  |    1.  Add files to the Desktop                                   |
  |                                                                   |
  |    --> Work with one  ___________________________                 |
  |                      |       Desktop Index       |                |
  |    3.  Save Desktop  |---------------------------|                |
  |                      | 1.  Opinion Poll      WP  |                |
  |    4.  Remove files  | 2.  Policy Analysis   WP  |                |
  |                      | 3.  Poll Responses    DB  |                |
  |    5.  Other Activit |___________________________|                |
  |                                                                   |
  |    6.  Quit                                                       |
  |___________________________________________________________________|

-------------------------------------------------------------------------------------
Type number, or use arrows, then press Return                      51K Avail.
```

Figure 30

This index lists all the files you have loaded onto your Desktop. Select the file you now want to work with, and it will instantly appear on the screen.

Method 2: From within any file, press Apple-Q and the same Desktop Index will appear on the screen. Select the file you now want to work with, and it will appear on the screen.

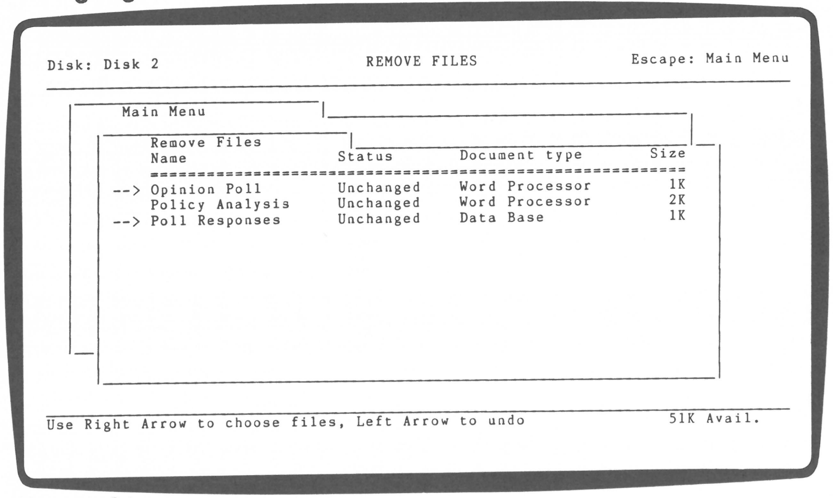
Problem 2: No Room on the Desktop

It is important to keep track of what you have on the Desktop, or you may run out of room and be unable to load a file, or add information to an existing file. You can keep up to 12 files on the Desktop, depending on the size of the files. To make room for new information, save some of the files that aren't currently being used, and remove them from the Desktop. Here are the steps to help you do this.

Solution

1. Press Apple-Q to see the Desktop Index. Identify which file(s) you can save and remove to make room on the Desktop.
2. Select a file and save it. Repeat this as many times as needed.
3. Press Esc to return to the MAIN MENU.
4. Select Option 4, Remove Files from the Desktop. The REMOVE FILES MENU will appear.

5. Select the files to remove by using the Up and Down Arrow keys to move the highlight, and the Right Arrow key to select.



```
Disk: Disk 2                     REMOVE FILES                  Escape: Main Menu

    Main Menu
        Remove Files
        Name                    Status        Document type        Size
        ============================================================
    --> Opinion Poll            Unchanged     Word Processor        1K
        Policy Analysis         Unchanged     Word Processor        2K
    --> Poll Responses          Unchanged     Data Base             1K

Use Right Arrow to choose files, Left Arrow to undo               51K Avail.
```

Figure 31

6. Press Return to remove the files from the Desktop.

NOTE: If you changed a file and want to save the changes, save the file before you remove it from the Desktop. The REMOVE FILES MENU shows whether files are changed or unchanged.

Problem 3: Two Copies of the Same File on the Desktop

When you try to add a file that is already on the Desktop, *AppleWorks* asks if you really want to do that. If you do load the second copy, you may forget later which copy of the file you have been working with. This can be a problem if you made changes to one or both copies of the file and you want to save the changes.

Solution

If no changes have been made to either file, remove one of the copies from the Desktop, using the procedure described earlier.

The REMOVE FILES MENU shows if any changes have been made. Return to the MAIN MENU, select the Remove Files option, and look at the REMOVE FILES MENU to see if either version of the file has been changed. If neither shows any changes, remove one copy of the file.

If both files have been changed, don't remove either file until you have looked at both copies to determine what changes have been made, and what you can do about placing all the changes in one file. Here is a short procedure to follow:

1. Press Esc to return to the MAIN MENU.
2. Select Choice 2, Work with One of the Files on the Desktop (or press Apple-Q to see the Desktop Index).

3. Select one version of the changed file, and browse through it to see what was changed. Do this with the other copy. Then make all the changes on one copy of the file. You may find it easier to compare the files by printing them first.
4. Save the updated copy.
5. Remove the old version from the Desktop without saving it.

Problem 4: A File Gets Messed Up

Sometimes data-base and word-processor files get changed in unexpected ways. The results are inaccurate reports, work that doesn't make sense, and general frustration.

Solution

If this happens, think about where the file came from *originally.* The original versions of most of the files you will be working with came from a master disk that is either at your work station, or controlled by someone else in your classroom. If a file on your data disk gets badly messed up, the best solution may be to delete the file from your disk and replace it with a new copy of the file. To delete a file from a disk:

1. Press Esc to return to the MAIN MENU.
2. Select Choice 5, Other Activities.
3. From the OTHER ACTIVITIES MENU, select Choice 4, Delete Files from Disk.
4. Highlight the file to be deleted, and press Return.

After the messed-up file has been deleted, copy a fresh version of the file onto your data disk from the master disk.

Problem 5: You're Lost!

Sometimes you'll just get lost inside *AppleWorks* and won't be able to figure out where you are. When that happens, remember that pressing the Esc key will return you to an earlier step in the *AppleWorks* program.

Solution

1. Don't panic!
2. Stop what you are doing.
3. Press Esc until you return to the MAIN MENU.
4. Select Choice 2, Work with One of the Files on the Desktop. When the Desktop Index appears, select the file with which you want to work.
5. Get back to work!

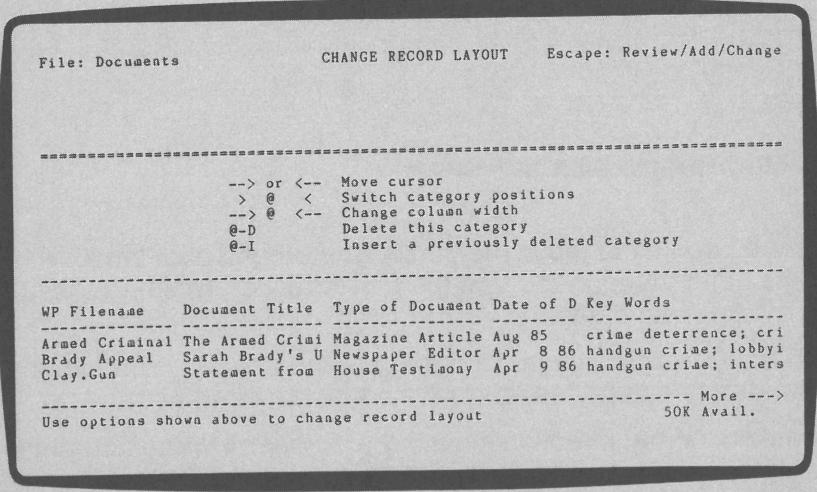
AIM 20: Changing the Data-base Layout

This AIM will show you how to change the on-screen appearance of a data-base file in multiple-record layout. You will find this activity helpful when you are examining a file in detail.

Exercise: Changing the Layout of the Documents Data Base

Our goal is to have only the WP Filename and Key Words categories visible on the screen when the file is in multiple-record layout.

1. With the Documents file on the Desktop in multiple-record layout, press Apple-L.
2. The CHANGE RECORD LAYOUT screen will appear.



```
File: Documents                CHANGE RECORD LAYOUT    Escape: Review/Add/Change



==============================================================================

                    --> or <--  Move cursor
                     >  @   <   Switch category positions
                    --> @  <--  Change column width
                    @-D         Delete this category
                    @-I         Insert a previously deleted category

------------------------------------------------------------------------------

WP Filename    Document Title  Type of Document Date of D Key Words
-------------- --------------- ---------------- --------- --------------------
Armed Criminal The Armed Crimi Magazine Article Aug 85    crime deterrence; cri
Brady Appeal   Sarah Brady's U Newspaper Editor Apr  8 86 handgun crime; lobbyi
Clay.Gun       Statement from  House Testimony  Apr  9 86 handgun crime; inters

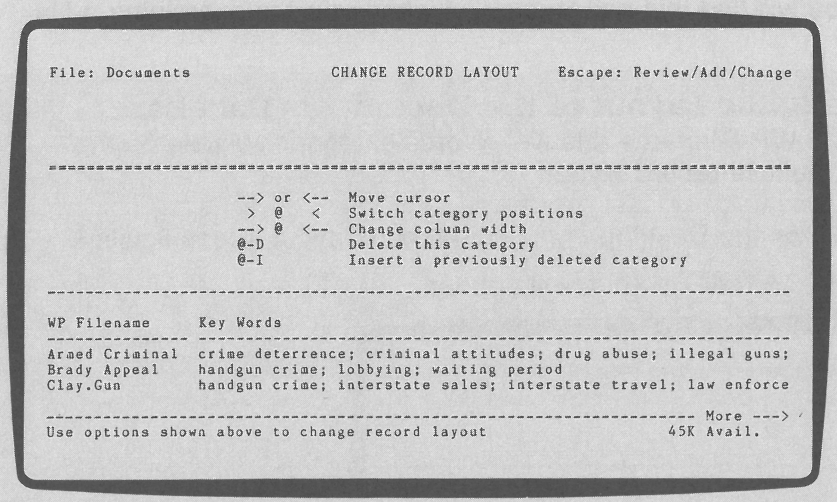
-------------------------------------------------------------------- More --->
Use options shown above to change record layout                  50K Avail.
```

Figure 32

You can see from the arrowed line that more data is available off the right side of the screen. You can move the cursor to that data using the Right Arrow key or the Tab key. The Left Arrow key or Apple-Tab will move the cursor to the left.

3. Press the Right Arrow key or the Tab key to move the cursor to the Key Words category. Press Apple-< to move Key Words one category to the left.

4. Press Apple-< two more times so that WP Filename and Key Words are the only two categories visible on the screen.



```
File: Documents               CHANGE RECORD LAYOUT    Escape: Review/Add/Change



==============================================================================

                    --> or <--  Move cursor
                     >  @   <   Switch category positions
                    --> @  <--  Change column width
                    @-D         Delete this category
                    @-I         Insert a previously deleted category

------------------------------------------------------------------------------

WP Filename     Key Words
--------------- --------------------------------------------------------------
Armed Criminal  crime deterrence; criminal attitudes; drug abuse; illegal guns;
Brady Appeal    handgun crime; lobbying; waiting period
Clay.Gun        handgun crime; interstate sales; interstate travel; law enforce

--------------------------------------------------------------------- More --->
Use options shown above to change record layout                  45K Avail.
```

Figure 33

5. Press the Right Arrow or the Tab key to move the cursor to the right, past the Key Words category, to see the other categories. Use the Left Arrow or Apple-Tab to move the cursor back to the leftmost category.

   Note the other Change Record Layout options at the top of the screen. You can also change the column width, delete categories, and reinsert categories.

6. Press Esc. You will be asked, "What direction should the cursor go when you press Return?" Choose Down (standard). This is usually the way you would want to move through a file in multiple-record layout.

7. Press Return to get to the REVIEW/ADD/CHANGE screen.

This new layout will appear whenever you zoom to multiple-record layout in this file until you change it again.

General Procedures

1. With a data-base file on the screen, press Apple-Z to zoom to multiple-record layout if you are not in that layout.
2. Press Apple-L. The CHANGE RECORD LAYOUT screen will appear.
3. Make changes using the commands shown at the top of the screen.
4. Press Esc when the changes are complete.
5. Highlight the direction the cursor should move when you press Return.
6. Press Return to work with the data base in the new multiple-record layout.

AIM 21: Copying or Moving Text Between Word-processor Files

There will be times when you want to copy or move information from one word-processor file to another, rather than retyping the information into the second file. You can do this by using a part of *AppleWorks* memory called the Clipboard.

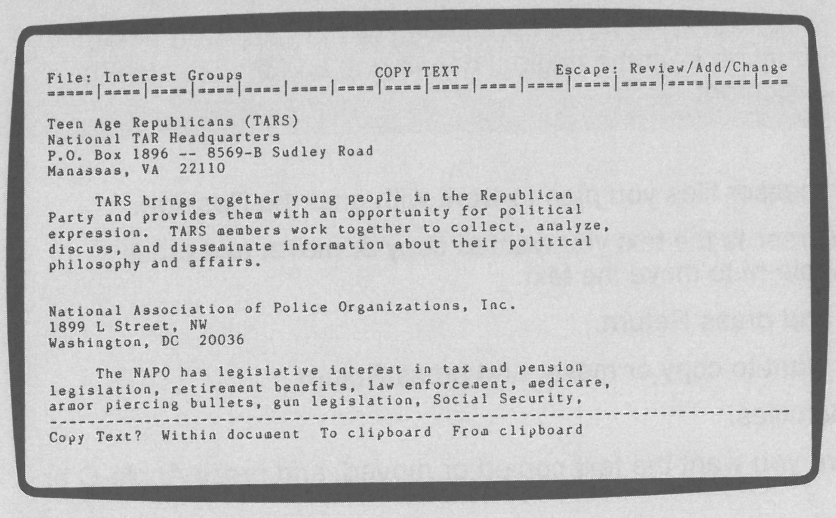
The Clipboard is a memory area where you can temporarily place information as you copy or move it around. It can hold one piece of information at a time. The next time you move or copy information to the Clipboard, the old information will disappear and the new information will replace it.

To copy or move information from one file to another, you will first copy or move the information from one file to the Clipboard, and then copy or move the information from the Clipboard to the second file. Remember that the Copy command leaves the original file intact. The Move command deletes the text from the first file and inserts it into the second file.

Exercise: Copying Information from the Interest Groups File to a New Word-processor File

In this exercise you will copy information from the Interest Groups word-processor file to a new word-processor file called CLIPtest.

1. Remove all files from the Desktop.
2. Start a new word-processor file from scratch and call it CLIPtest.
3. Press Esc and load the Interest Groups word-processor file onto the Desktop from Side 2 of the Legislative Process data disk.
4. Move the cursor to the section about the Teen Age Republicans (TARS) group. You are going to copy this information to the CLIPtest file.
5. Press Apple-C (for Copy). The Message line asks you where you want to copy this information: Within Document, To Clipboard, or From Clipboard.



```
File: Interest Groups              COPY TEXT            Escape: Review/Add/Change
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===

Teen Age Republicans (TARS)
National TAR Headquarters
P.O. Box 1896 -- 8569-B Sudley Road
Manassas, VA  22110

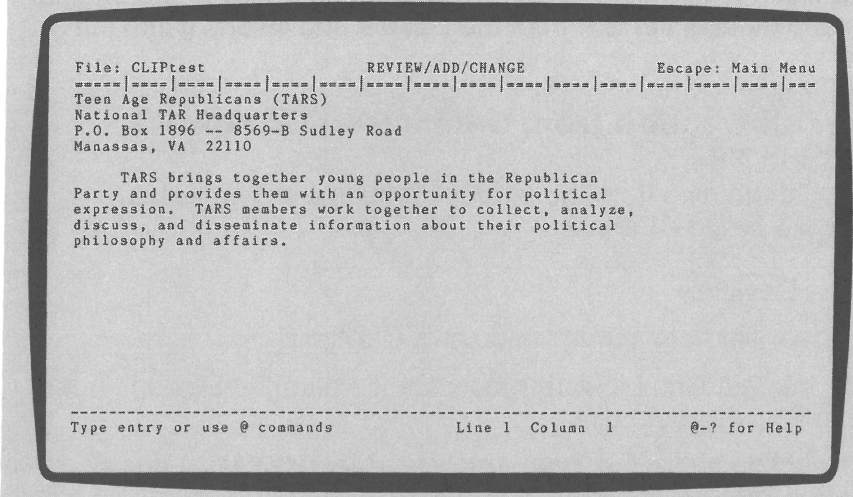
     TARS brings together young people in the Republican
Party and provides them with an opportunity for political
expression.  TARS members work together to collect, analyze,
discuss, and disseminate information about their political
philosophy and affairs.


National Association of Police Organizations, Inc.
1899 L Street, NW
Washington, DC  20036

     The NAPO has legislative interest in tax and pension
legislation, retirement benefits, law enforcement, medicare,
armor piercing bullets, gun legislation, Social Security,
--------------------------------------------------------------------------------
Copy Text?  Within document  To clipboard  From clipboard
```

Figure 34

6. Press the Right Arrow key to highlight To Clipboard, and press Return.
7. Use the Arrow keys to highlight the text you want to copy.
8. Press Return. The entire paragraph will be copied to the Clipboard and the screen will return to normal. Notice that because you used the Copy command, the original text remained where it was.
9. Press Apple-Q to switch to the CLIPtest file.
10. The cursor is at the beginning of the CLIPtest file. Press Apple-C to copy the text from the Clipboard.
11. Select From Clipboard, and then press Return. A copy of the TARS information will appear on your screen as part of the CLIPtest file. If you save this file now, the new information will be saved as CLIPtest on your data disk.



```
File: CLIPtest                 REVIEW/ADD/CHANGE              Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===
Teen Age Republicans (TARS)
National TAR Headquarters
P.O. Box 1896 -- 8569-B Sudley Road
Manassas, VA  22110

     TARS brings together young people in the Republican
Party and provides them with an opportunity for political
expression.  TARS members work together to collect, analyze,
discuss, and disseminate information about their political
philosophy and affairs.




-------------------------------------------------------------------------------
Type entry or use @ commands            Line 1  Column  1       @-? for Help
```

Figure 35

12. Press Apple-S to save the file.

You can also use Apple-M (for Move) to move information to the Clipboard. This command deletes the information from the original document, and then pastes the information into the new document.

General Procedure

1. Load the two word-processor files you plan to work with onto the Desktop.
2. In one file, move the cursor to the text you want to copy or move, and press Apple-C to copy, or Apple-M to move the text.
3. Select To Clipboard, and press Return.
4. Highlight the text you want to copy or move, and press Return.
5. Press Apple-Q to switch files.
6. Place the cursor where you want the text copied or moved, and press Apple-C or Apple-M.
7. Select From Clipboard, and press Return. The text will appear at the cursor.

AIM 22: Copying Text from a Data-base File to a Word-processor File

There will be times when you want to copy information from a data-base file to a word-processor file, rather than retyping the information into the word-processor file. You can do this by using the Clipboard and a process similar to the one used to copy information from one word-processor file to another.

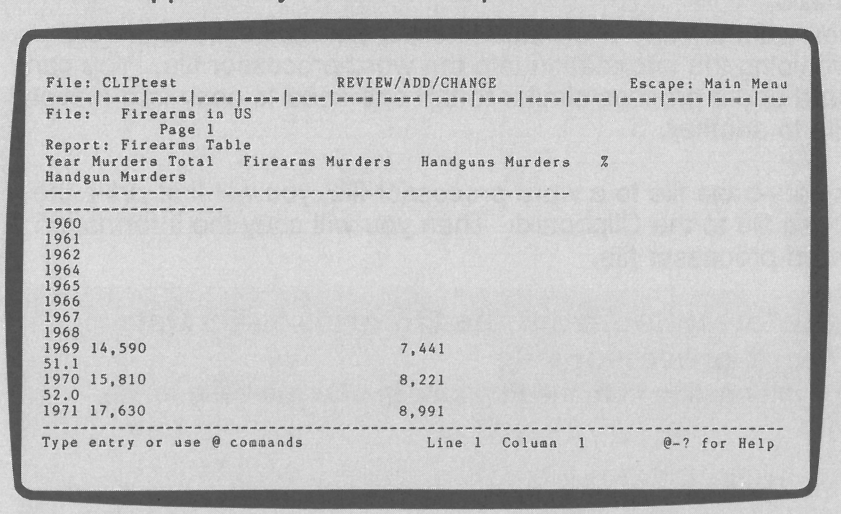
To copy information from a data-base file to a word-processor file, you will first *print* the information from the data-base file to the Clipboard. Then you will copy the information from the Clipboard to the word-processor file.

Exercise: Copying Information from the Firearms in US Data Base to the CLIPtest Word-processor File

In this exercise you will copy information from the Firearms in US data-base to the CLIPtest word-processor file.

1. Remove all files from the Desktop.
2. Add the Firearms in US from Side 2 of the Legislative Process disk, and CLIPtest files to the Desktop.
3. Press Apple-Q and select the Firearms in US file to work on.
4. Press Apple-P.
5. Select the Firearms Table report format.
6. With the report format on the screen, press Apple-P. Then, select The Clipboard (for the Word Processor) from the PRINTER MENU.
7. Press Return twice. The report will be printed to the Clipboard.
8. Press Apple-Q to switch to the CLIPtest file.
9. The cursor will be at the beginning of the file. Press Apple-C to copy the text from the Clipboard.

10. Select From Clipboard, then press Return. A copy of the Firearms Tables report will appear on your screen as part of the CLIPtest file.



```
File: CLIPtest                    REVIEW/ADD/CHANGE               Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===
File:   Firearms in US
              Page 1
Report: Firearms Table
Year Murders Total   Firearms Murders   Handguns Murders   %
Handgun Murders
---- ------------- ------------------ ------------------
------------------
1960
1961
1962
1964
1965
1966
1967
1968
1969 14,590                          7,441
51.1
1970 15,810                          8,221
52.0
1971 17,630                          8,991
--------------------------------------------------------------------------------
Type entry or use @ commands                Line 1  Column  1         @-? for Help
```

Figure 36

11. The report is difficult to read on the screen in its present form. This is because the data-base report is wider than the word-processor file. Press Apple-1 to move the cursor to the top of the file. Press Apple-O and change the left and right margins to 0. Then press Esc to return to the screen. The data-base report will now be more readable on the screen. Press Apple-S to save this version of CLIPtest.

Problems with aligning data-base reports to word-processor pages are very common. But you can change the Printer Options to make nearly any report look better on the screen. Also, once data-base information is "clipped" to a word-processor file, it can be edited like any other word-processor text.

General Procedure

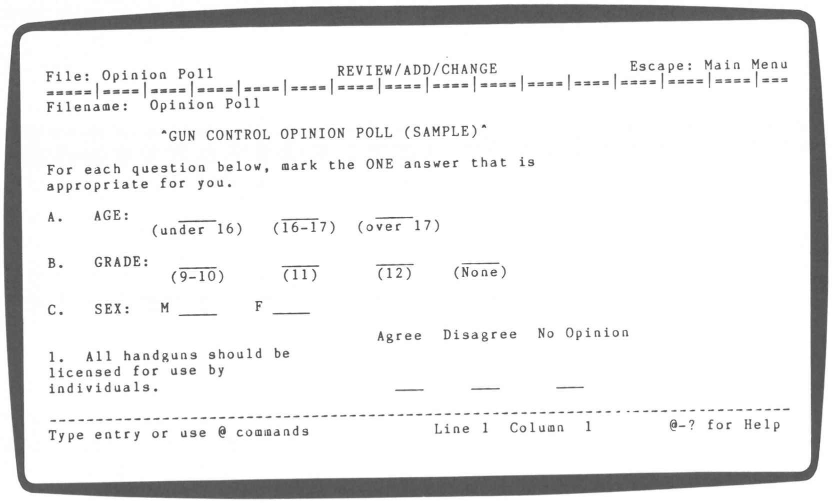
1. Load the data-base and word-processor files you plan to work with onto the Desktop.
2. From the data-base file, press Apple-P and select a report format.
3. Press Apple-P and select To Clipboard. Press Return twice.
4. Press Apple-Q to switch to the word-processor file.
5. Place the cursor where you want the text copied, and press Apple-C.
6. Select From Clipboard, and press Return. The report will appear at the cursor.
7. Make Printer Option adjustments, or edit the report as needed.

AIM 23: Conducting an Opinion Poll Using *AppleWorks*

In Activity 6, each Policy Analysis Team will design and conduct an opinion poll on gun control. Two files on Side 2 of the Legislative Process data disk will help you with this task: the Opinion Poll word-processor file and the Poll Responses data-base file.

The Opinion Poll file contains the Gun Control Opinion Poll handout. This is a sample questionnaire you can use to gather responses from the participants in your poll. To create your own poll, you can change the text in this file, or start a new word-processor file using the Gun Control Opinion Poll handout as a guide.

The sample questionnaire has two parts. The first part asks for demographic information about the people taking the poll—age, sex, and grade level. This information will enable you to compare the opinions of various groups, so that you can see, for example, how the opinions of sixteen-year-old females differ from those of seventeen-year-old males. The second part consists of five statements, with Agree, Disagree, or No Opinion as possible responses.



```
File: Opinion Poll             REVIEW/ADD/CHANGE              Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|====|====|====|====|===
Filename:  Opinion Poll

          ^GUN CONTROL OPINION POLL (SAMPLE)^

For each question below, mark the ONE answer that is
appropriate for you.

A.    AGE:   ____       ____      ____
          (under 16)   (16-17)  (over 17)

B.    GRADE:  ____       ____      ____      ____
             (9-10)      (11)      (12)     (None)

C.    SEX:   M ____     F ____
                                 Agree  Disagree  No Opinion
1.  All handguns should be
licensed for use by
individuals.                      ___      ___        ___
-------------------------------------------------------------------------------
Type entry or use @ commands          Line 1  Column  1         @-? for Help
```

Figure 37

The Poll Responses file is a data-base for entering and tabulating the responses collected on the questionnaires.

Work with your team to design an opinion poll and tabulate the results using the following procedures.

Designing the Poll

1. Load the Opinion Poll and Poll Responses files onto the Desktop.
2. Become familiar with the files by browsing through them.

NOTE: When viewing the Poll Responses file, use only single-record layout.

3. Design a questionnaire with three demographic questions and five opinion statements. Use the Gun Control Opinion Poll handout as a guide.

   Think about the demographic information that will be most appropriate. The Opinion Poll and Poll Responses files ask for information on the participants' age, grade, and sex. If you choose other demographic questions and response choices, you will have to change the Poll Reponses data-base file (see Step 5, below). You must use the same number of reponse choices as the sample questions.

   Make up five opinion statements that are clear and precise. Limit the response choices to Agree, Disagree, and No Opinion.

4. Type the questionnaire on the word processor. You can either make changes to the Opinion Poll file or start a new word-processor file.

   If you are changing the Opinion Poll file, place the cursor at the beginning of the question you want to change and begin typing. As you type, the old text will move to the right. Press Return at the end of each line. After you have typed in your new question, use Apple-D to highlight and delete the old question. Then use the space bar to realign the response columns.

5. If you changed the demographic questions on the Opinion Poll, use the following procedure to change the names of the demographic categories on the Poll Responses data base:

   Press Esc to get to the REVIEW/ADD/CHANGE screen. Then press Apple-N. Press Return to place the cursor on the category name you want to change. Use the Right Arrow key to move the cursor to the space after the category name. Erase the category name with the Delete key, and type in your new category name. Press Return to complete the category name change.

NOTE: Your new demographic questions must have the same number of response choices as the sample questions. Do not add or delete response categories. Adding or deleting categories will change the layout of the file and erase the stored report format.

6. Save your questionnaire file on your team data disk. If you changed the Poll Responses data base, save that file on your team data disk also.
7. Print out the questionnaire and have it approved by your teacher. Then make enough copies for the participants in your poll.

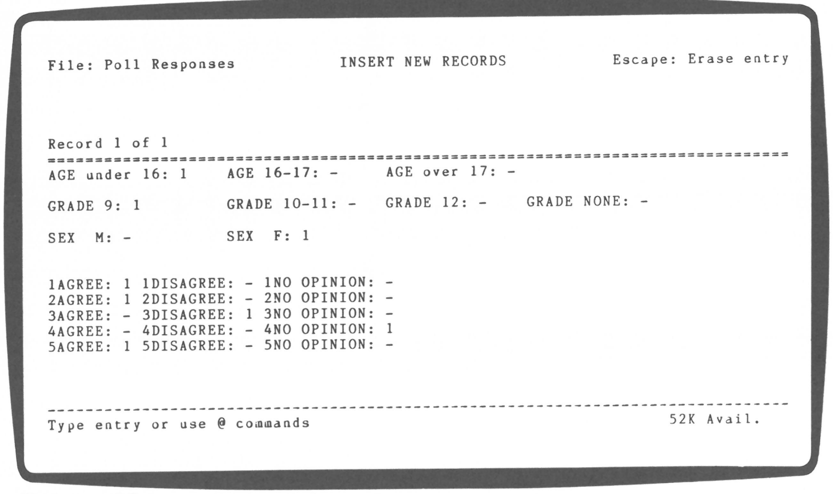
Entering Responses

After you conduct your opinion poll, enter the responses into the data base.

1. Load the Poll Responses file onto the Desktop.
2. Press the space bar. The INSERT NEW RECORDS screen will appear with the first blank record.
3. Begin entering the responses from the first questionnaire. To do this, type a **1** in the correct place for each response. Press Return to move the cursor to the next reponse.

   Be sure to enter only one response for each question. To correct an entry, use the Delete key. To move the cursor back to a previous entry, press Apple-Tab or the Up Arrow key.

   A completed record will look something like this:



```
File: Poll Responses          INSERT NEW RECORDS          Escape: Erase entry



Record 1 of 1
================================================================================
AGE under 16: 1    AGE 16-17: -    AGE over 17: -

GRADE 9: 1         GRADE 10-11: -  GRADE 12: -    GRADE NONE: -

SEX  M: -          SEX  F: 1


1AGREE: 1 1DISAGREE: - 1NO OPINION: -
2AGREE: 1 2DISAGREE: - 2NO OPINION: -
3AGREE: - 3DISAGREE: 1 3NO OPINION: -
4AGREE: - 4DISAGREE: - 4NO OPINION: 1
5AGREE: 1 5DISAGREE: - 5NO OPINION: -



--------------------------------------------------------------------------------
Type entry or use @ commands                                         52K Avail.
```

Figure 38

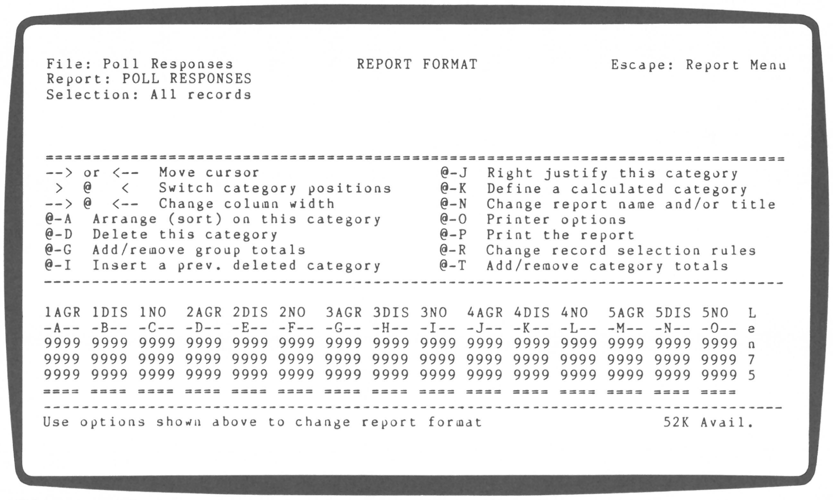
4. When you have entered the last response from a questionnaire, press Return until the next blank record appears on the screen.
5. Press Apple-S periodically to save the file as you proceed through your stack of questionnaires.
6. Continue entering the responses from all the completed questionnaires.
7. When you have finished entering the responses from the last questionnaire, press Esc to return to the REVIEW/ADD/CHANGE screen.

Tabulating the Results

After all responses have been entered, tabulate and print the results of your poll.

1. Press Apple-P.
2. Choose Get a Report Format from the REPORT MENU. A report format that totals the responses to each opinion statement is provided with this file. Press Return at the REPORT CATALOG to bring the stored report format to the screen.

NOTE: The nines that appear on the screen under each category indicate that the columns will be totaled when the report is printed.



```
File: Poll Responses              REPORT FORMAT               Escape: Report Menu
Report: POLL RESPONSES
Selection: All records


================================================================================
--> or <--   Move cursor                     @-J  Right justify this category
 >  @   <    Switch category positions       @-K  Define a calculated category
--> @  <--   Change column width             @-N  Change report name and/or title
@-A  Arrange (sort) on this category         @-O  Printer options
@-D  Delete this category                    @-P  Print the report
@-G  Add/remove group totals                 @-R  Change record selection rules
@-I  Insert a prev. deleted category         @-T  Add/remove category totals
--------------------------------------------------------------------------------

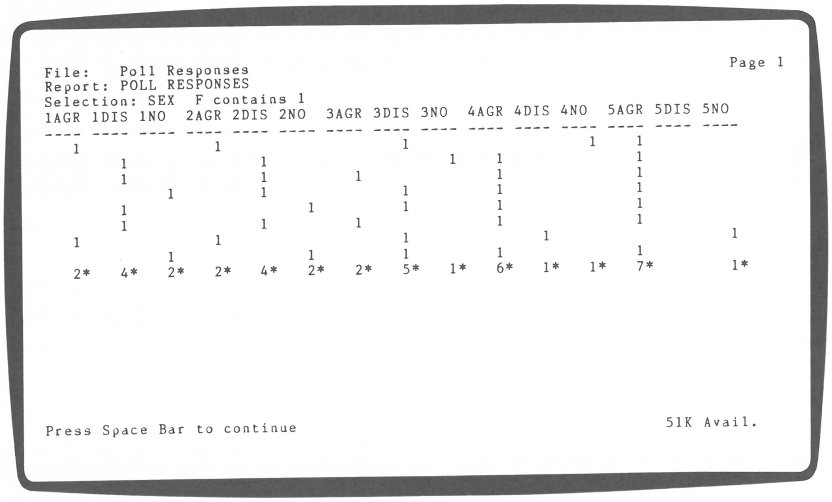
1AGR 1DIS 1NO  2AGR 2DIS 2NO  3AGR 3DIS 3NO  4AGR 4DIS 4NO  5AGR 5DIS 5NO  L
-A-- -B-- -C-- -D-- -E-- -F-- -G-- -H-- -I-- -J-- -K-- -L-- -M-- -N-- -O-- e
9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 n
9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 7
9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 9999 5
==== ==== ==== ==== ==== ==== ==== ==== ==== ==== ==== ==== ==== ==== ====
--------------------------------------------------------------------------------
Use options shown above to change report format                     52K Avail.
```

Figure 39

3. Press Apple-P to print a report showing the complete results of your poll.

4. Then return to the REPORT FORMAT screen and use Apple-R to experiment with different selection rules. Changing the selection rules will let you see how various demographic groups responded to the opinion statements.

   For instance, to look at how females answered the poll questions, change the record selection rules to "Sex F Contains 1."



```
                                                                        Page 1
File:   Poll Responses
Report: POLL RESPONSES
Selection: SEX  F contains 1
1AGR 1DIS 1NO  2AGR 2DIS 2NO  3AGR 3DIS 3NO  4AGR 4DIS 4NO  5AGR 5DIS 5NO
---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ----
   1              1                   1                   1    1
        1              1                   1    1              1
        1              1         1              1              1
             1         1              1         1              1
        1                   1         1         1              1
        1              1         1              1              1
   1              1                   1              1                   1
             1              1         1         1              1
   2*   4*   2*   2*   4*   2*   2*   5*   1*   6*   1*   1*   7*        1*



Press Space Bar to continue                                    51K Avail.
```

Figure 40

5. Print out additional reports for each set of selection rules you have chosen.

6. Use the word processor to write up an analysis of your poll results, and include your data-base reports in the write-up. You can use the Clipboard to paste the data-base reports into your word-processor file (see AIM 22). Hand in your finished analysis to your teacher.

COMPREHENSIVE *APPLEWORKS* QUICK GUIDE

Word-processor Commands

Cursor Movement

Arrow keys	Move up or down one line; left or right one character
Apple-Up/Down Arrow	Moves one screen vertically
Apple-Right/Left Arrow	Moves one word horizontally
Apple-1 through 9	Moves proportionately through a document

Delete

Delete key	Deletes one character to the left of the cursor
Apple-D	Deletes highlighted information
Control-Y	Yanks (or deletes) text from the cursor to the end of the line

Print

Apple-H	Prints a copy of the screen
Apple-P	Begins normal print sequence
Apple-O	Changes the printer options
Apple-Z	Displays the format settings in the text
Control-B	Begins and ends Boldface
Control-L	Begins and ends Underline

Miscellaneous

Apple-C	Copies highlighted information
Apple-M	Moves highlighted information
Apple-N	Changes the name of a file
Apple-Q	Switches to another Desktop file
Apple-S	Saves a file
Esc	Returns to a previous step or menu
Apple-?	Displays the Help screen

Data-base Commands

Cursor Movement

Arrow keys	Move up or down one line; left or right one character
Apple-Up/Down Arrow	In multiple-record layout: Moves one screen vertically In single-record layout: Moves to the next or previous record
Apple-1 through 9	Moves proportionately through a file
Tab key	Moves the cursor to the next entry
Apple-Tab	Moves the cursor to the previous entry

Delete

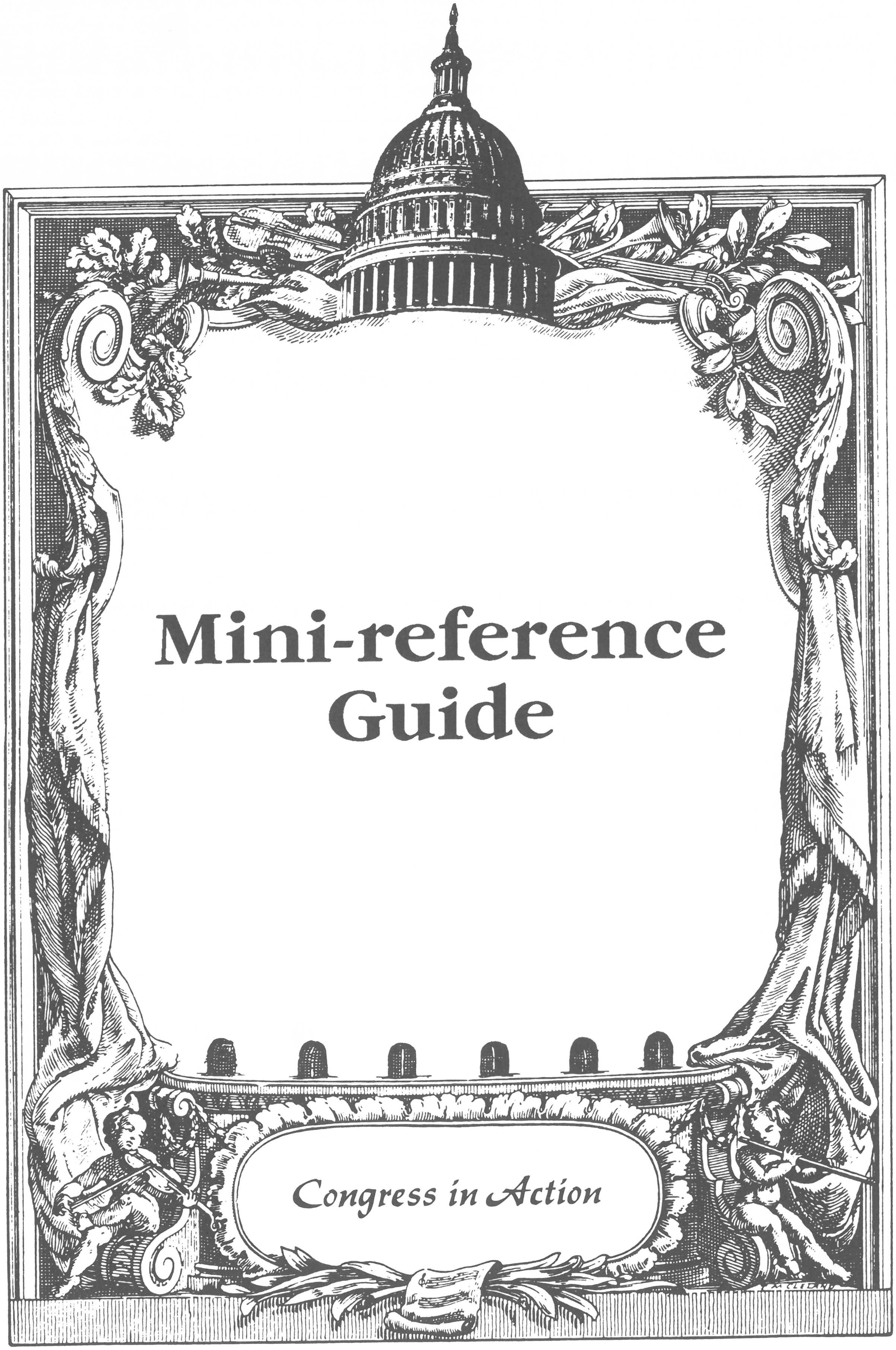
Delete key	Deletes one character to the left of the cursor
Apple-D	Deletes highlighted information
Control-Y	Yanks (or deletes) the text to the right of the cursor

Print

Apple-H	Prints a copy of the screen
Apple-P	Begins normal print sequence
Apple-O	Changes the printer options

Miscellaneous

Apple-A	Arranges or sorts a category
Apple-C	Copies highlighted information
Apple-L	Changes the multiple-record layout
Apple-M	Moves highlighted information
Apple-N	Changes the name of a file or category
Apple-Q	Switches to another file on the Desktop
Apple-R	Changes the record selection rules
Apple-Z	Zooms between single-record and multiple-record layouts
Esc	Returns to a previous step or menu
Apple-?	Displays the Help screen



Mini-reference Guide

Congress in Action

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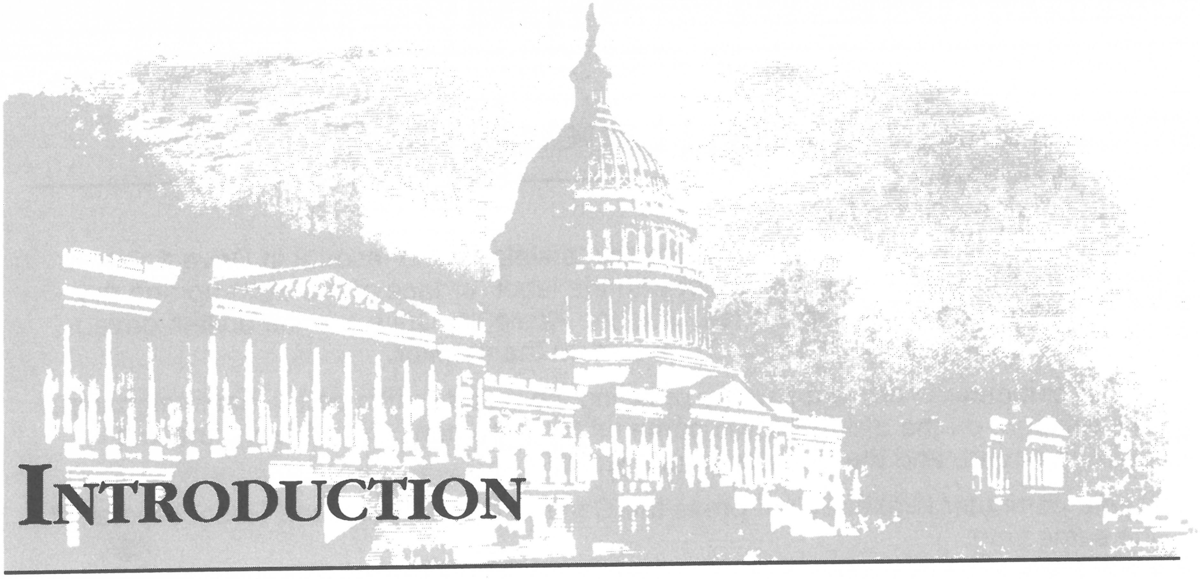

INTRODUCTION

The Mini-reference Guide summarizes the *AppleWorks* procedures used in the Congress activities. It is divided into three sections: General *AppleWorks* Procedures, Word-processor Procedures, and Data-base Procedures. The General Procedures apply to both word-processor and data-base files.

The Guide is provided as a memory refresher. If you don't understand a procedure explained here, refer back to the more detailed instructions in the AIMs. For more complete information on how to use *AppleWorks,* see the *AppleWorks* Reference Manual, published by Apple Computer, Inc. as part of the *AppleWorks* program package.

GENERAL *APPLEWORKS* PROCEDURES

Starting *AppleWorks*

1. Remove the Startup disk from its protective envelope and insert it in Drive 1, by carefully sliding the disk into the slot with the label (or face of the disk) up and the notched edge of the disk to the left. (On the Apple IIc, Drive 1 is the built-in drive.) Close the door of the disk drive. Then turn on the monitor.
2. If your computer is off, turn it on by pressing the on/off switch on the back-left panel. The red light on the disk drive will come on for a moment, the drive will make a whirring sound, and the monitor screen will fill.

   If your computer is already on, press the Control, Open-Apple, and Reset keys all at the same time.

   In a moment, the *AppleWorks* Credit screen will appear.
3. Open the door of Drive 1 and carefully remove the Startup disk. Insert the Program disk in Drive 1 (label up), close the door, and press the Return key on the right of the keyboard. Again, the red light will come on as the *AppleWorks* program is loaded into the memory of your computer. The Date screen will appear.
4. Enter today's date, using the format MM/DD/YY (e.g., 4/6/88), and press the Return key. If the date is already correct, just press Return. The MAIN MENU will now appear on the screen.

Loading a File onto the Desktop

1. From the MAIN MENU, select Choice 1, Add Files to the Desktop. Then press Return.
2. From the ADD FILES MENU, select Choice 1, The Current Disk. Then press Return.
3. When the APPLEWORKS FILES MENU appears, use the Up and Down Arrow keys to highlight the file you want to load. Then press Return, and the file will appear on the screen.

   If you want to load more than one file, highlight the first one and then press the Right Arrow key. An arrow will appear next to the file name. Continue highlighting and pressing the Right Arrow for each file you want to load. Then press Return. Each of these files will then be loaded onto the Desktop. When the Desktop Index appears, highlight the file you want to work with, and press Return. The contents of the file will appear on the screen.

Switching to Another File on the Desktop

Method 1: If you are working on one of the files on your Desktop, and come to a point where you want to work on another file, press Esc until you return to the MAIN MENU. Select Option 2, Work with One of the Files on the Desktop. A Desktop Index will appear on the screen. This index lists all the files you have loaded onto your Desktop. Select the file you want to work with, and it will appear on the screen.

Method 2: From within any file, press Apple-Q, and the same Desktop Index will appear on the screen. Select the file you want to work with, and it will appear on the screen.

Renaming a File

1. Press Apple-N while the file is on the screen.
2. Delete the old file name.
3. Enter the new file name on the Message line.

NOTE: File names can be up to 15 characters long and can contain periods and spaces.

4. Press Return, and the computer will rename the file.

Saving a File

1. Place the data disk to which you want to save the file into the disk drive.
2. Press Apple-S to save the file.

Removing Files from the Desktop

1. If you are not at the MAIN MENU, press Esc until you get there. Then select Choice 4, Remove Files from the Desktop.
2. Using the Arrow keys, select the file(s) you wish to remove. When you press Return, the file(s) will be removed from the Desktop. In some cases, the Message line will prompt you through a series of questions about saving a changed file before it is removed from the Desktop.

Ending a Session with *AppleWorks*

1. Save your files to your data disk by pressing Apple-S.
2. Press Esc until you return to the MAIN MENU.
3. Select Choice 4, Remove Files from the Desktop.
4. Answer any questions.
5. Leave the computer with the MAIN MENU on the screen.
6. Remove the disks from the disk drives and insert them into their protective envelopes.

Problem Solving: No Room on the Desktop

1. Press Apple-Q to see the Desktop Index. Identify which file(s) you can save and remove to make room on the Desktop.
2. Select a file, and save it. Repeat this as many times as needed.
3. Press Esc to return to the MAIN MENU.
4. Select Option 4, Remove Files from the Desktop. The REMOVE FILES MENU will appear.
5. Select the files to remove by using the Up and Down Arrow keys to move the highlight, and the Right Arrow key to select.
6. Press Return to remove the files from the Desktop.

Problem Solving: Two Copies of the Same File on the Desktop

1. Press Esc to return to the MAIN MENU.
2. Select the Remove Files option from the MAIN MENU.
3. Look at the REMOVE FILES MENU to see if either copy of the file has been changed. If one copy is unchanged, remove it from the Desktop.
4. If both copies have been changed, press Esc to return to the MAIN MENU.
5. Select Choice 2, Work with One of the Files on the Desktop (or press Apple-Q to see the Desktop Index).
6. Select one version of the changed file and browse through it to see what was changed. Do this with the other copy. Then make all the changes to one copy of the file. You may find it easier to compare the changed files by printing them first.
7. Save the updated copy.
8. Remove the old version from the Desktop without saving it.

Problem Solving: A File Gets Messed Up

1. Press Esc to return to the MAIN MENU.
2. Select Choice 5, Other Activities.
3. From the OTHER ACTIVITIES MENU, select Choice 4, Delete Files from Disk.
4. Highlight the file to be deleted, and press Return.
5. Copy a fresh version of the file onto your data disk from the master disk.

Problem Solving: You're Lost

1. Don't panic!
2. Stop what you are doing.
3. Press Esc until you return to the MAIN MENU.
4. Select Choice 2, Work with One of the Files on the Desktop. When the Desktop Index appears, select the file with which you want to work.
5. Get back to work!

WORD-PROCESSOR PROCEDURES

Browsing Through a Word-processor File

To browse through a word-processor file, you must load the file onto the Desktop and display it on your screen. There are three methods for browsing through a file:

Method 1: Press the Down Arrow key to move the cursor down through the file. As you arrive at the bottom of the screen, the top line of text will scroll off the top of the screen and be replaced at the bottom by a new line. Each time you press the Down Arrow key, the cursor will move to the next line of information. The Arrow keys are all repeating keys. That is, if you keep pressing the Down Arrow key, the cursor will move down quickly through the lines of information.

Method 2: To move quickly through the word-processor file, hold down the Apple key while you press the Down Arrow key. If the cursor is not at the bottom of the screen, this keypress will bring the cursor there. If the cursor is at the bottom of the screen, each keypress will bring the cursor to the bottom of the next screen of text. If you hold down the Apple key while you press the Up Arrow key, the cursor will move up through the text in the same manner.

Method 3: AppleWorks divides any file into eight equal parts. To move quickly from one part to another, hold down the Apple key and press a number key (1 through 9). This will move the cursor to that part of the file. For example, Apple-9 will move you directly to the end of the file. Apple-1 will move you to the beginning of the file. Apple-5 will move you to somewhere near the middle of the file.

Inserting Text into a Word-processor File

1. Use the Arrow keys to move the cursor to the place where you want to insert text.
2. Type in the new information.

Deleting Text from a Word-processor File

1. Move the cursor to the beginning of the words or lines to be deleted.
2. Press Apple-D.
3. Highlight the information you want to delete by using the Arrow keys to move the cursor over the information.
4. Press Return, and the highlighted text will be deleted.

Starting a New Word-processor File

1. Press Esc to return to the MAIN MENU.
2. Select Choice 1, Add Files to the Desktop.
3. Select Choice 3, Word Processor.
4. Select Choice 1, From Scratch.
5. You will be prompted to enter a name. Type a simple name that will help you remember what is in this file. (The name can be up to 15 characters long and can contain periods and spaces.) After you type the name, press Return.
6. A blank word-processor file screen will appear. Enter your information. When you have finished entering information into this new file, save it by pressing Apple-S.

Copying or Moving Text Between Word-processor Files

1. Load the two word-processor files onto the Desktop.
2. In one file, move the cursor to the beginning of the text you want to copy or move, and press Apple-C to copy or Apple-M to move the text.
3. Select To Clipboard, and press Return.
4. Highlight the text you want to copy or move, and press Return.
5. Press Apple-Q to switch files.
6. Place the cursor where you want the text copied or moved, and press Apple-C or Apple-M.
7. Select From Clipboard, and press Return. The text will appear at the cursor.

Enhancing Word-processor Reports Using Printer Options

1. Move the cursor to the position on the screen where you want the option setting to start.
2. Press Apple-O. This will bring the PRINTER OPTIONS MENU to the screen.
3. Select a printer option by typing the appropriate two-letter code, and press Return to set the option.
4. Press Esc to leave the PRINTER OPTIONS MENU and return to your word-processor document.

Printing a Word-processor File

1. Move the cursor to the beginning of the file by pressing Apple-1.
2. Check that your printer is turned on and the paper is properly aligned.
3. Press Apple-P.
4. Select your Print From choice.
5. Select a printer from the PRINTER MENU.
6. Enter the number of copies when requested, and press Return.

DATA-BASE PROCEDURES

Browsing in Multiple-record Layout

To browse through a data-base file, it must be loaded onto the Desktop and visible on your screen. There are three methods for browsing through a file:

Method 1: Press the Down Arrow key to move the cursor down through the file. As you get to the bottom of the screen, the top record will scroll off the top of the screen and be replaced at the bottom by a new record. Each time you press the Down Arrow key, the cursor will move to the next record. The Arrow keys are all repeating keys. That is, if you keep pressing the Down Arrow key, the cursor will move quickly through the records of information. The Up Arrow key will move the cursor up through the information in the same manner.

Method 2: To move quickly through the file in multiple-record layout, hold down the Apple key while you strike the Down Arrow key. If the cursor is not at the bottom of the screen, this will move it to the bottom. If it is at the bottom, this will move it down one screen with each keypress. If you press the Apple and the Up Arrow keys, the cursor will move up through the file in the same way.

Method 3: AppleWorks divides any file into eight equal parts. To move quickly from one part to another, hold down the Apple key and press a number key (1 through 9). This will move you to that part of the file. For example, Apple-9 will move you directly to the end of the file. Apple-1 will move you to the beginning of the file. Apple-5 will move you to somewhere near the middle of the file.

Zooming to Single-record Layout

1. To change from multiple-record layout to single-record layout, move the cursor to the record you wish to see, and press Apple-Z.

   When you are in single-record layout, you can use the Up or Down Arrow key to move the cursor through the individual records in the file. You can also use the Apple key and the Up or Down Arrow key to move the cursor from one record to another.
2. To zoom back to multiple-record layout, press Apple-Z again.

Arranging a Data-base File in a New Order

1. With the data-base file on the screen use the Tab key or Apple-Tab to place the cursor in the category to be arranged.
2. Press Apple-A.
3. Select your arrangement choice from the ARRANGE (SORT) MENU. Then press Return.

Changing Record Selection Rules

1. Load the data-base file onto the Desktop.
2. Press Apple-R.
3. Select the category to be compared from the CATEGORY MENU.
4. Select the comparison choice from the COMPARISON MENU.
5. Enter the comparison information on the Message line.
6. Select a connector from the CONNECTOR MENU, or press Esc if no further comparison is necessary.

Printing a Data-base File

1. Check that your printer is turned on and the paper is properly aligned.
2. Press Apple-P.
3. Select Choice 1, Get a Report Format, from the REPORT MENU.
4. Select a report format from the REPORT CATALOG.
5. Look at the screen to make sure this is the report format you expected.
6. Press Apple-P.
7. Select a printer from the PRINTER MENU.
8. Type the report date, or press Return.
9. Type in the number of copies and press Return to print the report.

Changing Category Names

1. Press Apple-N to get to the CHANGE NAME/CATEGORY screen.
2. Press Return to place the cursor on the category name you want to change.
3. Use the Right Arrow key to move the cursor to the space after the category name. Then erase the category name with the Delete key.
4. Type in the new category name and press Return.

NOTE: If you decide you don't want to change the category name, press Esc at any point before you press Return and your entry will be restored to its original form.

Changing the Multiple-record Layout

1. With the data-base file on the screen in multiple-record layout, press Apple-L. The Change Record Layout screen will appear.
2. Change the layout using these keys;

Left and Right Arrow Keys	Move the cursor
Apple->	Moves a category one column to the right
Apple-<	Moves a category one column to the left
Apple-Right/Left Arrow	Changes the column width
Apple-D	Deletes a category
Apple-I	Inserts a previously deleted category

3. Press Esc when the changes are complete.
4. Highlight the direction the cursor should move when you press Return. (This will usually be down.)
5. Press Return to work with the data-base file in the new multiple-record layout.